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ABSTRACT

This teacher's manual for a preschool second-year program in English as a second language contains daily lesson plans--objectives, activities, exercises, and subject material--for 22 weeks of class. The program is designed for two English instructional periods per day. English should also be used as the medium of instruction in one other subject. The first four weeks are spent in review of the first year's work. The subjectives and subject material for each week's work are listed at the beginning of the weekly plans. (VM)

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TEACHER'S MANUAL

A SECOND YEAR PROGRAM IN ENGLISH AS A SECOND LANGUAGE

PREPARED FOR PARA-PROFESSIONAL TEACHERS IN BI-LINGUAL PRE-SCHOOL HOME TEACHING PROGRAMS

BY

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INTRODUCTION:

The second year of English instruction begins with a one month review of the major grammar points and operations taught during the first year English program. A review of these materials is necessary since many of the children will have had little opportunity to practice using their newly acquired English during the summer recess, and many have forgotten some of the patterns and vocabulary. Because the second year materials assume a mastery of the earlier ones, a thorough review is vitally important to the children's continued growth in English.

The second year curriculum is organized much as the first year's was, in that there are two English instruction periods daily: One early in the morning in which old materials are reviewed and new materials presented, and a second period later in the morning in which the new materials are stressed and confirmed.

In addition to these two periods of instruction in English, in which English is a content area being taught, it is suggested that you use English as the medium of instruction in one of your regular activities of each day. The children will then be using English for approximately half of the time each day, and Spanish the rest of the time. During this period, you simply speak entirely in English, demonstrating your meaning, if necessary, but not translating. If the children speak to you in Spanish, you respond in English and go right on. You should try to use simple vocabulary and constructions, but it is not suggested that you restrict yourself to the patterns which have already been taught. The idea is to give the children a short period of immersion in English each day, in which they are able to hear a variety of English constructions, and patterns, in a situation which is natural and interesting. They may be uncomfortable for a few days, but they will soon become accustomed to the new idea and will soon begin using the English which they know.

Materials will be prepared for you Tuesday through Friday as before. On Mondays, however, you will be planning your own lessons which will be reviews of the previous weeks materials. You will be stressing those with which the children have had the most difficulty. Some test items are included in each Friday's guide. These will enable you to pinpoint difficult areas and thus allow you to plan your Monday review.

ENGLISH COMPONENT
YEAR II
WEEK I

OBJECTIVES

The major objective of the first four weeks of the second year is to offer a thorough review of the basic language patterns and operations which were taught during the first year. The materials to be covered during the first week of review are these:

1) Sentence Pattern: NP + BE + NOUN: Common / Proper
   ADVERB: Locative

2) Nominalized Demonstrative Pronouns:
   This That
   These Those

3) Possessive Pronouns:
   Your My

4) Nominalized Possessive Pronouns:
   Your

5) Interrogatives:
   What
   Where

6) Question Pattern:
   WHAT + BE + NOUN
   WHERE DEMONS

7) Subject Pronouns:
   I, you, He, She, We, They

8) Yes-No Question Pattern and Responses

9) Past Tense Forms of BE

10) Plurals of Nouns

11) Negation

REVIEW PATTERNS: SUBJECT PRONOUN + BE + PROPER NOUN
NOUN PHRASE COMMON NOUN

INTERROGATIVE: WHAT + BE + (NOUN PHRASE)?

REVIEW OF YEAR I MATERIAL

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Week 1
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REVIEW VOCABULARY OR FORMS:
1) Subject Pronouns: I, You, He, She
2) Interrogative Word: What?
3) Possessive Pronoun: My, Your, His, Her
4) Nominalized Possessive: Yours
5) Forms of "Be" am, is, are

MATERIALS NEEDED: NAME TAGS FOR EACH CHILD, YOURSELF, THE HOSTESS, AND GUESTS

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
You and the children are seated in a circle. Get down to children's eye level. Tap your name tag and say:	T:	My name is Mrs._____.
Repeat, tapping tag.	T:	My name is Mrs._____.
Point at a child's name tag and ask him:	T:	What's your name?
Model the response for him as you help him tap his tag:	T:	Tell me: My name is_____.
Child repeats:	C#1	My name is_____.
Then model the question for him rising intonation on pronoun.	T:	Ask me: What's yours?
Child asks:	C#1	"What's yours?"
Answer his question:	T:	"My name is_____.
Turn to the others and say:	T:	"My name is_____.

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Week 1
Day 1
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INSTRUCTIONS TO TEACHER	SPEAKER	EXCHANGE
Pointing at child #1	T:	"His name is_____." "Her name is_____." Repeat please: "His name is_____." "Her name is_____."
Group responds, pointing at child #1	GRP:	"His name is_____." "Her name is_____."
Ask Child #1 to approach another child. Model this question for him:	T:	Ask (him): "What's your name?" (her)
Child #1 asks child #2	C#1	"What's your name?"
Model the response for child #2	T:	Tell (him): "My name is_____." (her)
Teacher models question for #2	T:	Again: "My name is_____." "What's yours?"
	C#2	"My name is_____." "What's yours?"

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
Model response for child #1, if necessary	T:	Tell (him): "My name is_____." (her)
	C#1	"My name is_____."
Turn to the group and model question:	T:	Ask (him) (child #1): "What's (his) (child #2) name?" (her)
Model response for child #1	T:	Tell them: "(His)name is_____." "(Her)name is_____."
	C#1	"(His) name is_____." (Her) name is_____."
Ask for group repetition	T:	Everyone say: "(His) name is_____." (Her) name is_____."
Ask child #2 to approach another one. Model this question for him:	T:	Ask (him): "What's your name?" (her)
	C#2	"What's your name?"
Model response for child #3	T:	Tell (him): "My name is_____." (her)
	C#3	"My name is_____."

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
Teacher models question for #3	T:	Again: "My name is_____." "What's yours?"
Model response if necessary for child #2	T:	Tell (him): "My name is_____." (her)
	C#1	"My name is_____."
Turn to group as before and model question	T:	Ask(him) (child #2) (her) "What's(his) (child #3) name?"
	GRP	"What's(his) name?" (her)
Model response for child #2	T:	Tell them: "(His) name is_____." "(Her) name is_____."
	C#2	"(His) name is_____." "(Her) name is_____."
Ask for group repetition	T:	Everyone say: "(His) name is_____." "(Her) name is_____."
Repeat this drill as many times as needed, giving each child amper opportunity to practice using both statement and interrogative forms.		

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Day 1
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PART II: REINFORCEMENT AND SECOND PRESENTATION

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
Quickly review the materials introduced earlier: Tap your name tag and tell the children:	T:	"My name is_____."
Ask a child:	T:	"What's yours?"
Model response only if necessary	T:	Tell me: "My name is_____."
	C#1	"My name is_____."
Turn to group and as you point at child #1, say:	T:	"(His)name is_____." "(Her)name is_____." Repeat please: "(His)name is_____." "(Her)name is_____."
	GRP:	"(His)name is_____." "(Her)name is_____."
Ask child #1 to turn to child beside him and model:	T:	Say to (him): "My name is_____." (her) "What's yours?"
	C#1	"My name is_____." "What's yours?"
Model response only if necessary	T:	Tell(him): "My name is_____." (her)
	C#2	"My name is_____."

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Day 1
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INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
To the group	T:	"(His) name is_____." "(Her) name is_____." Repeat please: "(His) name is_____." "(Her) name is_____."
	GKP:	"(His)name is_____." "(Her)name is_____."
Ask child #2 to turn to child beside him and continue with the drill as given.		
As soon as you have completed the quick review, begin the second presentation.		
The children are seated before you. Bring yourself down to their eye level as before. Move from child to child as you go through this presentation.		
Begin with child #1. Tap yourself and say:	T:	"I'm Mrs._____." "I'm a teacher."
Help him tap himself and model:	T:	"I'm_____." "I'm a(boy)" (girl)
Child repeats:	C#1	"I'm_____." "I'm a(boy)(girl)."
Point at him and say:	T:	"You're_____." "You're a(boy)(girl)."

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
Help him point at you and model for him:	T:	Tell me: "You're Mrs._____." "You're a teacher."
	C#1	"You're Mrs._____." "You're a teacher."
Point at child and say:	T:	"You're_____." "You're a (boy)(girl)."
Help him tap self and model for him:	T:	Tell me: "I'm_____." "I'm a (boy)(girl)."
	C#1	"I'm_____." "I'm a (boy)(girl)."
Move on to next child and repeat this procedure. Move on to the next child until all of the children have had an opportunity to practice the drill.		
Begin the second presentation of review materials.		
Model this sequence as you_____.		
--Tap yourself	T:	"I'm Mrs._____."
--Pointing at child #1		"You're_____." "You're a (boy)(girl)."
--Pointing at a boy as you look directly at #1		"She's_____." "She's a girl."

Year 2
Week 1
Day 1
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INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
Repeat the above sequence for the child		
Now help him tap himself and nod at him to give the appropriate response: (Help him if necessary):	C#1	"I'm_____." "I'm a (boy)(girl)."
Help him point at you, again prompting him if needs it:	T:	"She's_____." "She's a girl."
	C#1	"She's_____." "She's a girl."
Repeat this for each of the girls:	T:	"She's_____." "She's a girl."
	C#1	"She's_____." "She's a girl."
Help him point at a boy and model:	T:	"He's_____." "He's a boy."
Etc.,	C#1	"He's_____." "He's a boy."
Repeat this for each child, carefully following each step as described.		Etc.,

Year 2
Week 1
Day 2
Page 1

REVIEW PATTERNS: 1) Formation of Plurals: Noun + (S,Z)
2) Question Patterns: What's This?
What are These?
3) (Demonstrative) + BE + (Noun Phrase)
4) NP + BE + NP

REVIEW VOCABULARY OR FORMS: 1) Nominalized demonstrative forms: This, These
That, Those
2) Forms of "B": is, am, are

MATERIALS NEEDED: H-M Cards #1 through 20,
Balloons, toy cars, marbles, blocks, crayons, pencils, toy boats, little balls, etc., You'll need several of each item.

PART I: REVIEW AND INTRODUCTION

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
Quickly review materials presented on day 1.		
Tell child #1:	T:	"My name is_____." "What's yours?"
	C#1	"My name is_____."
To the others:	T:	"(His)name is _____." "(Her)name is_____." Repeat please: "(His)name is_____." "(Her)name is_____."
	GRP:	"(His)name is_____." "(Her)name is_____."
Ask child #1 to approach another. Mode this for him:	T:	Tell him (child #2): "My name is_____." "What's yours?"
	C#1	"My name is_____." "What's yours?"
	C#2	"My name is_____."

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
To the others:	T:	"(His) name is_____." "(Her) name is_____."
		Repeat please: "(His) name is_____." "(Her) name is_____."
	GRP:	"(His) name is_____." "(Her) name is_____."
Ask child #2 to approach another and repeat this drill following the steps as outlined. Repeat for each child.		Etc.,
Begin presentation of new materials.		
Hold up one of the H-M Cards listed above. Point first at one of the objects saying:	T:	"This is a Bat."
And then at the other:	T:	....."And this is a Bat."
Hold the card up close to the children so they are able to point at the pictures as you ask them to repeat:	T:	Repeat please: "This is a Bat, and this is a Bat."
	GRP:	"This is a Bat." "This is a Bat."
With a sweeping gesture to indicate <u>both</u> pictures, model:	T:	"<u>These</u> are Bat<u>s</u>." Repeat please: "<u>These</u> are Bat<u>s</u>."
Gesturing:	GRP:	"These are Bats."

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
Show the card to one of the children and say:	T:	"This is a Bat, and this is a Bat." "These are.....
Let the child fill in with plural form, if he's able to do so:	C#1	.....Bats."
If he needs help, repeat the pattern and try again.	T:	"This is a Bat, and this is a Bat." "These are.....
	C#1	.....Bats."
Then ask child to repeat the entire pattern.	T:	Repeat please: "This is a Bat." "<u>These</u> are Bat<u>s</u>."
	C#1	"This is a Bat." "<u>These</u> are Bat<u>s</u>."
Repeat this procedure for each of the cards listed above. Be careful in modeling the plural form:		
<u>"Z" following voiced consonants</u> <u>"S" following voiceless consonants</u> (Eg. dog + z duck + s)		

PART II SECOND PRESENTATION INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
You will need all of the small toys listed under "materials".		
Hold up a little car. Ask a child:	T:	"_____, What's this?"
*Model response, if necessary.	T:	Tell me: "That's a car."
	C#1	"That's a car."
Hold up another car	T:	"And what's this?"
Again, model response, if necessary:	T:	Tell me: "That's a car."
	C#1	"That's a car."
Put the two cars together and with a sweeping gesture to indicate <u>both</u> cars ask the child:	T:	"What <u>are</u> <u>these</u>?"
Model the response:	T:	Tell me: "<u>Those</u> are cars."
	C#1	"<u>Those</u> are cars."
* In this drill, the child is not so close to the objects that the demonstratives "this" or "those" can be correctly used. Ask child #1 to be "The Teacher". Let him hold one of the cars up and model this question for him:	T:	Ask them: "What's this?"

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
	C#1	"What's this?"
Model response for the group, if necessary:	T:	Tell him: "That's a car."
	GRP:	"That's a car."
Give the child the other car and model the question for him again:	T:	Ask them: "What's this?"
Model response for group, if necessary:	C#1	"What's this?"
	T:	Tell him: "That's a car."
	GRP:	"That's a car."
Ask the child to hold up both cars and model the question for him:	T:	Ask them: "What are these?"
	C#1	"What are these?"
Model the response for the group:	T:	Tell him: "Those are cars."
	GRP:	"Those are cars."
Hold up another toy and call on another child:	T:	"_____, What's this?"
Model response, if necessary:	T:	Tell me: "That's a balloon."
	C#2	"That's a balloon."
Hold up another and ask the child:	T:	"And what's this?"
Model response, only if necessary:	C#2	"That's a balloon."
Hold up both and ask:	T:	"_____, What are these?"
Model response:	T:	Tell me: "These are balloons."
	C#2	"Those are balloons."

Ask the child to play "teacher" as you did before.
Repeat this procedure for each set of objects, allowing each child to practice questions as well as statement patterns.

REVIEW PATTERNS: Regular plural formation of nouns
Yes -- No questions and responses
Negation
Nominalized demonstrative pronoun forms:
This, that, these, those
Pattern: NP + BE + NP

Year 2
Week 1
Day 3
Page 1

REVIEW VOCABULARY OR FORMS: Yes, no, not -- Pronoun: IT

MATERIALS NEEDED: H-M Picture cards 1 through 20,
balloons, toy cars, marbles, blocks, crayons, pencils,
toy boats, little balls, etc.,

PART I: REVIEW AND INTRODUCTION

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
A quick reinforcement of patterns reviewed earlier. Group the boys and girls separately.		
Model this for girl #1:	T:	Tell us: "I'm (name)" "I'm a girl."
	G#1:	"I'm (name)." "I'm a girl."
Repeat this for each of the girls:	T:	Tell us: "I'm(name)." "I'm a girl."
	G#2:	"I'm(name)." "I'm a girl." etc.,
Use hand signal to indicate group response:	T:	Tell me: "We're girls."
	Girls:	"We're girls."
Point at the boys and say:	T:	"They're boys." Repeat: "They're boys."
	Girls:	"They're boys."
Turn to the boys and point at the girls:	T:	"They're girls." Repeat: "They're girls."
Model this for boy #1:	T:	Tell us: "I'm (name)." "I'm a boy."

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
	B#1:	"I'm (name)." "I'm a boy."
Repeat this for each boy:	T:	Tell us: "I'm (name)." "I'm a boy."
	B#2:	"I'm (name)." "I'm a boy." Etc.,
Use hand signal to indicate group response:	T:	Tell me: "We're boys."
	Boys:	"We're boys."
Point at the girls and say:	T:	"They're girls." Repeat please: "They're girls."
	Boys:	"They're girls."
Repeat this entire drill at least once more.		
NEW REVIEW Hold up one of the toys listed under materials. Ask the children:	T:	"What's this?" (Eg. a car) "Is it a car?"
Model the response:	T:	"Yes, it is. It's a car!"
Ask the question again:	T:	"Is it a car?"
	GRP:	"Yes, it is."
	T:	"It's a car." Repeat: "Yes, it is."
Ask a child to help you "be teacher". Give him one of the objects and model the question for them:	T:	Ask them: "What's this?" (a boat) "Is it a boat?"

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
	C#1:	"What's this?" "Is it a boat?"
Model response for group:	T:	Tell him: "Yes, it is. It's a boat."
	GRP:	"Yes, it is. It's a boat."
Call on another child. Give him one of the toys. Model the question for him:	T:	Ask them: "What's this?" (a ball) "Is it a boat?"
Model the response for the group with appropriate head-shaking, etc.:	T:	Tell him: "No, it isn't." "It isn't a boat."
	GRP:	"No, it isn't." "It isn't a boat."
Model the correct answer for the group:	T:	"It isn't a boat." Tell him: "It's a ball."
Call on another child to "be teacher" and give him a toy.	T:	Ask them: "What's this?" (a pencil) "Is it a balloon?"
	C#3:	"What's this?" "Is is a balloon?"
Model the response for the group with appropriate head-shaking gesture, as before:	T:	Tell him: "No, it isn't." "It isn't a balloon."
	GRP:	"No, it ins't!" "It isn't a balloon."
Model the correct answer for the group:	T:	"It isn't a balloon!" "It's a pencil."
	T:	Tell him: "It's a pencil."

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
Call on other children as before. Alternate situations so children will have practice with both "yes" and "no" response questions.		
Use H-M Cards 1 - 20 as before.		
Hold up a picture card and point at one of the pictures. Ask the children:	T:	"What is this?"
Model response, if necessary:	T:	Tell me: "That's a hat."
	GRP:	"That's a hat."
Point at the other picture and ask:	T:	...."And what's this?"
	GRP:	"That's a car."
With a sweeping gesture to indicate both pictures, ask the children:	T:	"What are these?"
	T:	Tell me: "Those are cars."
	GRP:	"Those are cars."
Ask a child to help you. Give him a picture card and model the questions for him:	T:	Ask them: "What's this?"
	C#1:	"What's this?"
Model response for group:	T:	Tell him: "That's a bear."
Help child make a sweeping gesture to indicate both pictures:	T:	Ask them: "What are these?"
	C#1:	"What are these?"
Model the response:	T:	Tell him: "Those are bears."
	GRP:	"Those are bears."

Year 2
Week 1
Day 3
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INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
Call on the other children to play "teacher". Repeat the entire procedure for each. It is important that every child has as many opportunities as possible to participate since drills such as this gives valuable practice in using question patterns.		

Year 2
Week 1
Day 4
Page 1

REVIEW PATTERNS: 1) NP + BE + Adv.: Locative

2) Where + BE + My / Your / The + N

REVIEW VOCABULARY OR FORMS:

1) Possessive pronouns: My, Your

2) Question word: Where?

MATERIALS NEEDED: 1) A box, bag, can, and block

2) Several of each: balloons, toy cars, marbles, crayons, pencil, little balls, etc.

PART I: REVIEW AND INTRODUCTION

INSTRUCTIONS TO THE TEACHER:	SPEAKER	EXCHANGE
Have these objects on a table in front of the children:		
A block, a paper sack, a can, and a box.		
*Review the name of each:	T:	"THIS IS A BAG." Repeat please: "THIS IS A BAG."
Ask children to name each:	GRP:	"THIS IS A BAG." Etc.

* Children have to be able to touch each object for use of demonstrative "THIS" to be correct.

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
	T:	"THIS IS A BLOCK." Repeat please: "THIS IS A BLOCK."
Go over this naming procedure several times to insure the children's comprehension of the vocabulary items used in the following review.	GRP:	"THIS IS A BLOCK." "THIS IS A_____." "THIS IS A_____." etc.
Hold one of the pencils over the bag and say to the children:	T:	"THIS IS A PENCIL."
Drop the pencil into the bag and say:	T:	"THE PENCIL IS IN THE BAG."
Point into the bag and repeat:	T:	"THE PENCIL IS IN THE BAG." Repeat please: "THE PENCIL IS IN THE BAG."
	GRP:	"THE PENCIL IS IN THE BAG."
Take the pencil out and hold it over the box. Place it in the box and tell the group:	T:	"THE PENCIL IS IN THE BOX." Repeat please: "THE PENCIL IS IN THE BOX."
	GRP:	"THE PENCIL IS IN THE BOX."
Put the pencil in the bag again and ask the children:	T:	"WHERE'S THE PENCIL?"
	GRP:	"THE PENCIL IS IN THE BAG."

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
Take the pencil out and hold it over the box. Place it in the box and tell the group:	T:	"THE PENCIL IS IN THE BOX." Repeat please: "THE PENCIL IS IN THE BOX."
	GRP:	"THE PENCIL IS IN THE BOX."
Put the pencil in the bag again and ask the children:	T:	"WHERE'S THE PENCIL?"
Model the response, if necessary:	T:	Tell me: "THE PENCIL IS IN THE BAG."
	GRP:	"THE PENCIL IS IN THE BAG."
Repeat again:	T:	"WHERE'S THE PENCIL?"
	GRP:	"THE PENCIL IS IN THE BAG."
	T:	"YES, IT IS! IT'S IN THE BAG."
Hold up a balloon. Tell the children:	T:	"THIS IS A BALLOON."
Place it on the block. Point at it and tell the children:	T:	"THE BALLOON IS ON THE BLOCK." "THE BALLOON IS ON THE BLOCK." Repeat please: "THE BALLOON IS ON THE BLOCK."
	GRP:	"THE BALLOON IS ON THE BLOCK."

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
Ask the children:	T:	"WHERE'S THE BALLOON?"
Model the response only if necessary:	T:	Tell me: "THE BALLOON IS ON THE BLOCK."
	GRP:	"THE BALLOON IS ON THE BLOCK."
Repeat the question again:	T:	"WHERE'S THE BALLOON?"
	GRP:	"THE BALLOON IS ON THE BLOCK."
Place the balloon in the can and tell the children:	T:	"THE BALLOON IS IN THE CAN." Repeat please: "THE BALLOON IS IN THE CAN."
	GRP:	"THE BALLOON IS IN THE CAN."
Ask the children:	T:	"WHERE'S THE BALLOON?"
	GRP:	"THE BALLOON IS IN THE CAN."
Continue with the review as outlined, using various possible combinations.		etc.

PART II: REINFORCEMENT

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
Have containers set up as before. Hold up two cars. Tell the children:	T:	"THESE ARE MY CARS."
Indicate ownership by clutching the cars close to your chest:	T:	"THESE ARE MY CARS." Tell me: "THOSE ARE YOUR CARS."
	GRP:	"THOSE ARE YOUR CARS."
Place both cars in the box and say:	T:	"MY CARS ARE IN IN THE BOX."
To the group:	T:	Tell him: "THOSE ARE YOUR MARBLES."
Tell the child to put the marbles in or on one of the containers. Then model the question for him.	T:	Ask them: "WHERE ARE MY MARBLES?"
	C#1:	"WHERE ARE MY MARBLES?"
Model the response for the group:	T:	Tell him: "YOUR MARBLES ARE IN THE BAG."
	GRP:	"YOUR MARBLES ARE IN THE BAG."
	T:	"YES! HIS MARBLES ARE IN THE BAG."
Call on each child to help you "be teacher" and repeat the drill completely every time.		

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Wec. 1
Day 5
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REVIEW PATTERNS:
1) Where + BE + NP?
2) It
3) Past tense forms of: BE
4) Yes - No questions
5) NP + BE + Adv: Locative
6) Sequence statements
7) Negation

REVIEW VOCABULARY OR FORMS:
1) Was
2) Were

MATERIALS NEEDED: Several of each: Balls, books, pencils, balloons, crayons.

PART I: REVIEW AND INTRODUCTION

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
Place a ball on the floor and ask the children:	T:	"WHERE'S THE BALL?"
Model the response:	T:	Tell me: "IT'S ON THE FLOOR."
	GRP:	"IT'S ON THE FLOOR."
Place it on a chair and ask:	T:	"NOW, WHERE IS THE BALL?"
Model the response, if necessary:	T:	Tell me: "NOW, IT'S ON THE CHAIR."
	GRP:	"NOW, IT'S ON THE FLOOR."
Ask question:	T:	"IS IT ON THE FLOOR?" "IS IT ON THE FLOOR?"
Shaking your head, model the response, if needed:	T:	"NO, IT ISN'T!" "IT ISN'T ON THE FLOOR."
		Repeat please: "NO, IT ISN'T'" "IT ISN'T ON THE FLOOR."
	GRP:	"NO, IT ISN'T!" "IT ISN'T ON THE FLOOR."

Year 2
Week 1
Day 5
Page 2

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
Model the pattern, pointing at the floor and then at the chair:	T:	"IT WAS ON THE FLOOR." NOW, IT'S ON THE CHAIR."
Repeat, asking for response:	T:	Tell me: "IT WAS ON THE FLOOR." "NOW, IT'S ON THE CHAIR."
	GRP:	"IT WAS ON THE FLOOR."
	T:	"NOW, IT'S ON THE CHAIR."
	GRP:	"NOW, IT'S ON THE CHAIR."
Place two books on the table. Ask the children:	T:	"WHERE ARE THE BOOKS?"
Model the response:	T:	"THEY'RE ON THE TABLE." Repeat please: "THEY'RE ON THE TABLE."
	GRP:	"THEY'RE ON THE TABLE."
Place them on the floor and ask:	T:	"NOW, WHERE ARE THE BOOKS?"
Model the response:	T:	Tell me: "NOW, THEY'RE ON THE FLOOR."
	GRP:	"NOW, THEY'RE ON THE FLOOR."
	T:	"ARE THEY ON THE TABLE?"
Shaking your head, model the response, if necessary:	T:	"NO, THEY AREN'T!" "THEY AREN'T ON THE TABLE."
	T:	Repeat please: "NO, THEY AREN'T!"
	GRP:	"NO, THEY AREN'T!"
	T:	"THEY AREN'T ON THE TABLE."

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
	GRP:	"THEY AREN'T ON THE TABLE."
Model pattern, pointing first at the table, and then at the floor:	T:	"THEY WERE ON THE TABLE." "NOW, THEY'RE ON THE FLOOR."
	T:	Repeat please: "THEY WERE ON THE TABLE."
	GRP:	"THEY WERE ON THE TABLE."
	T:	"NOW, THEY'RE ON THE FLOOR."
	GRP:	"NOW, THEY'RE ON THE FLOOR."
Continue with the drill as outlined above, alternating between singular and plural constructions by using first one object and then two in the exercise.		

PART II: EVALUATION

The following instrument will help you assess the progress of the children during the first week of review and allow you to plan your Monday lesson plan on the basis of their needs. Each child must be tested individually. Beside each item is the number of the lesson plan in which the tested grammar point is reviewed. You will want to repeat those with which the children have difficulty.

INSTRUCTIONS TO THE TEACHER		SPEAKER	DIALOGUE	Mark "C" for correct Mark " " for incorrect				
				S1	S2	S3	S4	S5
ITEM 1 WEEK 1 DAY 1	Ask the child: Child must respond with his name.	T: C:	"WHAT'S YOUR NAME?" "_____".					
ITEM 2 WEEK 1 DAY 4	You'll need a pencil and a box. Place pencil in box. Ask child: Alternate responses:	T: C:	"WHERE'S THE PENCIL?" "IT'S IN THE BOX." "THE PENCIL IS IN THE BOX." "IN THE BOX "THERE"					
ITEM 3 WEEK 1 DAY 4	Give the child a crayon and have one for yourself. Place yours on the floor. Acceptable responses:	T: C:	"THIS IS MY CRAYON, AND THIS IS YOURS." "WHERE'S MY CRAYON?" "YOUR CRAYON IS ON THE FLOOR." "ON THE FLOOR" "IT'S ON THE FLOOR." "THERE"					

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Week 1
Day 5
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INSTRUCTIONS TO THE TEACHER		SPEAKER	DIALOGUE	Mark "C" for correct Mark " " for incorrect				
				S1	S2	S3	S4	S5
ITEM 4 WEEK 1 DAY 2	Use two little cars. Hold one up and say: Hold both up and say: Correct response:	 T: T: C:	 "THIS IS A CAR." "THESE ARE_____." "CARS"					
ITEM 5 WEEK 1 DAY 2	Hold two blocks up and ask the child: Alternate response:	T: C:	"WHAT ARE THESE?" "THOSE ARE BLOCKS." "BLOCKS"					
ITEM 6 WEEK 1 DAY 3	Hold a balloon up and ask child question: Phrase it so he must give negative response: Correct responses:	T: C:	"WHAT'S THIS?" "IS IT A CRAYON?" "NO, IT ISN'T!" "NO" "IT'S A BALLOON."					
ITEM 7 WEEK 1 DAY 3	Point to girls in the room and ask: Correct response:	T: C:	"ARE THEY GIRLS?" "YES, THEY ARE." "YES"					

Year 2
Week 1
Day 5
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INSTRUCTIONS TO THE TEACHER		SPEAKER	DIALOGUE	Mark "C" for correct Mark " " for incorrect				
				S1	S2	S3	S4	S5
ITEM 8 WEEK 1 DAY 5	Place a book on the table. Ask the child:	T:	"WHERE'S THE BOOK?"					
		C:	"(IT'S) ON THE TABLE."					
	Remove it, and place it on the floor. Ask again:	T:	"IS THE BOOK ON THE TABLE, NOW?"					
	Required response:	C:	"NO, IT ISN'T."					
ITEM 8 WEEK 1 DAY 5	Ask again:	T:	"WAS IT ON THE TABLE?"					
	Required:	C:	"YES, (IT WAS)"					

AM/mac/100
10/5/70

ENGLISH COMPONENT
YEAR II
WEEK 2

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OBJECTIVES

The major objective of the first four weeks of the second year is to offer a thorough review of the basic language patterns and operations which were taught during the first year. The materials to be covered during the first week of review are these:

1. Sentence Pattern: NP + (Aux) + Verb Intransitive + (Adverb Locative / Directional / Manner)

   Verb Intransitive: walk, run, sit, stand, dance, skip, hop, jump, go, come, etc.

2. Auxiliary Verb: Can

3. Question Construction: What can I do?
   Where can I (go?)
   (sit?)
   (stand?)
   etc.

4. Present Participle Formation: Verb + ing

5. Aspect: Present Progressive
   Be + Verb + ing

6. Aspect: Progressive in Past - Be + Past + Verb + ing

7. Sequences of events in statements.

8. Conjunction of Sentences, and of Nouns in Noun Phrases

9. Plurals

Year 2
Week 2
Day 1

REVIEW DAY

INDICATE THE NUMBER OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK:

Item 1 _____	Item 4 _____	Item 7 _____
Item 2 _____	Item 5 _____	Item 8 _____
Item 3 _____	Item 6 _____	Item 9 _____

Which drills or exercises did you repeat on the basis of this evaluation?

List the patterns you reviewed and the activities you used for each:

Did the children who were having difficulties previously appear to understand better after the review?

REVIEW PATTERNS: NP + (Aux) + Verb(int) + Adv: Direction
Locative

Year 2
Week 2
Day 2
Page 1

VOCABULARY OR FORMS: 1) Jump, run, stand, come
Skip, walk, sit, go

2) Present participle form of above verbs

MATERIALS NEEDED: Block, sheet of paper, pencil, can, book, box

PART I: REVIEW AND INTRODUCTION

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
Quickly test the children to see if they remember the following verbs which were taught earlier: 'mp, sit, come walk Run, stand, go, skip		
Ask each child to do as you say and give the following commands:	T:	"_____, JUMP OVER THE BOOK." "HOP TO THE CHAIR." "WALK TO THE DOOR." "SIT ON THE FLOOR." "COME TO ME." "GO TO THE WINDOW." "STAND BY THE TABLE." "WALK AROUND THE TABLE."
If the children have difficulty with any of these, review in the following manner: Pair a child who is having difficulty with one who remembers. Tell them:	T:	"__(name)_____, and __(name)_____, GO TO THE DOOR."
They do, and you model for them:	T:	Tell me: "WE'RE GOING TO THE DOOR."
	GRP:	"WE'RE GOING TO THE DOOR."
To the group:	T:	"__(name)_____, and __(name)_____, ARE GOING TO THE DOOR." Please repeat: "THEY'RE GOING TO THE DOOR."

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
	GRP:	"THEY'RE GOING TO THE DOOR."
Tell the two children:	T:	"COME TO THE TABLE, (name), and (name)."
They do, and you model:	T:	Tell me: "WE'RE COMING TO THE TABLE."
	GRP:	"WE'RE COMING TO THE TABLE."
To the group:	T:	"_____, AND _____ ARE COMING TO THE TABLE." Repeat please: "THEY'RE COMING TO THE TABLE."
	GRP:	"THEY'RE COMING TO THE TABLE."
Call on other children, again pairing a child who is having difficulty with one who is not. Samples of sentences which might be used in this review are:	T:	1) "(GO) (TO) THE (TABLE)" "(COME) (AROUND) (CHAIR)" "WALK) (WINDOW)" "RUN (HALL)" "SKIP (DOOR)" (BLACKBOARD)" (CLOSET)" etc. "WE'RE (GOING) TO THE_____." "THEY'RE (COMING) (WALKING) (RUNNING) (SKIPPING)
		2) "JUMP OVER THE (BOOK)" (PENCIL) (BLOCK) etc. "(WE'RE) JUMPING OVER THE_____." (THEY'RE)

Year 2
Week 2
Day 2
Page 3

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
	T:	3) "(SIT) (STAND) ON THE (PAPER) (FLOOR) (CHAIR) etc.".
		"(WE'RE) (THEY'RE) SITTING ON THE_____".
Include every child at least several times in your pairs. The child who knows the verb will provide the lead in demonstrating the action named, and everyone will have practice in saying the sentences.		

PART II: REINFORCEMENT

INSTRUCTIONS TO THE TEACHER	SPEAKER	DIALOGUE
Play "Simon Dice" The commands you should use are these: Explain the game to the children. They are allowed to follow your command only if you precede it with "Simon Dice". Give each child as many opportunities to participate as possible.	T:	SIMON DICE: "_(name)_, YOU CAN (WALK) TO THE (DOOR)". (SKIP) (WINDOW) (RUN) (HALLWAY) (GO) (CLOSET) (COME) (TABLE) etc. "_(name)_, YOU CAN (WALK) AROUND THE (CHAIR)". (SKIP) (TABLE) (RUN) (BLOCK) etc. "_(name)_, JUMP OVER THE (BOX)". (CAN) (BLOCK) "_(name)_, (SIT) ON THE (SOFA)". (STAND) (CHAIR) (PAPER) (FLOOR) (TABLE)
As the child performs the action, help him describe it by modeling the pattern:	T:	Tell us: "I'M SKIPPING TO THE DOOR."
	C:	"I'M SKIPPING TO THE DOOR."
Ask the others to repeat:	T:	"HE'S SKIPPING TO THE DOOR." Repeat please: "HE'S SKIPPING TO THE DOOR."
	GRP:	"HE'S SKIPPING TO THE DOOR."

Year 2
Week 2
Day 3
Page 1

REVIEW PATTERNS: INTERROGATIVES: What can I do?

Where can I walk?
run
sit
stand
jump etc.

REVIEW VOCABULARY OR FORMS:
ADVERBS -- LOCATIVE and DIRECTIONAL

on the chair
to the door
around the table etc.

MATERIALS NEEDED:
H.M. Cards #112, 113, 114, 115, 116, 117, 283
M&M's
Little colored tickets.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
DEMONSTRATE Line these picture cards up so the children are able to see them: H-M # 112,113,114,115,116,117,283. Call on a child. Point at each picture card asking:	T:	WHAT'S HE DOING?
Model response if necessary:	T:	Tell me: "HE'S RUNNING."
Repeat question:	T:	WHAT'S HE DOING?
When you have gone through the cards, ask the child to play teacher. Let him ask the group as he points at each of the cards:		ETC.

Instructions to the teacher	Speaker	Dialogue
	C:	WHAT'S SHE DOING?
Model the response for the other, if necessary:	T:	Tell him: SHE'S HOPPING.
	GRP	SHE'S HOPPING.
Go on with the next card:	T:	Ask them: WHAT ARE THEY DOING?
	G:	WHAT ARE THEY DOING?
Model the response only if necessary:	T:	Tell him: THEY'RE SITTING.
	GRP	THEY'RE SITTING.
		ETC.
Be certain that each child has an opportunity to help you by "playing teacher." This type of drill allows everyone an opportunity to practice using question patterns.		

PART II: SECOND REVIEW:

Instructions to the teacher	Speaker	Dialogue
PROCEDURE: Explain to the children that you are going to play a game. (Explain in Spanish.) Tell them that you will call on each of them, and they must ask you: WHAT CAN I DO?	T:	Vamos a jugar un juego. Voy a llamar a cada uno de ustedes. Cuando yo te llamo a tí, debes preguntarme: WHAT CAN I DO?
You will tell them: YOU CAN WALK, YOU CAN SIT, YOU CAN STAND, YOU CAN JUMP, etc., but they cannot do so until they have asked you:		Repitan: WHAT CAN I DO?
	GRP	WHAT CAN I DO?
WHERE CAN I WALK, etc., You will then tell them: You can WALK TO THE DOOR, YOU CAN SIT ON THE FLOOR, etc.	T:	Entonces voy a decirles algo: YOU CAN WALK, o, YOU CAN SIT, o, YOU CAN STAND,o, YOU CAN JUMP, etc. Pero, ustedes ya no pueden hacer lo que yo diga.
Each time they do it correctly, you will give them a ticket which they can exchange for candy later.		Tienen que preguntarme primero: WHERE CAN I SIT, o, WHERE CAN I WALK, etc.
		Repitan: WHERE CAN I SIT?
	GRP	WHERE CAN I SIT?
	T:	Repitan: WHERE CAN I JUMP?
	GRP	WHERE CAN I JUMP?
	T:	Repitan: WHERE CAN I STAND?
	GRP	WHERE CAN I STAND?
	T:	Muy bien! Y cuando yo les diga, YOU CAN WALK AROUND THE TABLE, o, YOU CAN SIT ON THE CHAIR, o,

Instructions to the teacher	Speaker	Dialogue
		YOU CAN STAND ON THE PAPER. Etc, Entonces ustedes pueden hacerlo. Entienden? Cada vez que ustedes hacen correctamente lo que yo les diga, voy a darles un vale y cuando termine la clase, ustedes pueden cambiar los vales que tengan por dulces aquí conmigo.
Begin the game. Call on a child:	T:	_____, ask me: WHAT CAN I DO?
	C:	WHAT CAN I DO?
	T:	YOU CAN WALK.
Model the next question for the child:	T:	Ask me: WHERE CAN I WALK?
	C:	WHERE CAN I WALK?
	T:	YOU CAN WALK TO THE TABLE.
Child does so. As he does, ask the others:	T:	WHERE CAN _____ WALK?
Model the response if necessary:	T:	Tell me: _____ CAN WALK TO THE TABLE.
	GRP	_____ CAN WALK TO THE TABLE.
Give the child a ticket if he has done as asked Call on another child:	T:	_____ Ask, me: WHAT CAN I DO?
	C:	WHAT CAN I DO?
	T:	YOU CAN JUMP.

Instructions to the teacher	Speaker	Dialogue
Model the next question for the child:	T:	Ask me: WHERE CAN I JUMP?
	C:	WHERE CAN I JUMP?
	T:	YOU CAN JUMP OVER THE PENCIL.
Child does. As he does, ask the others:	T:	WHERE CAN _____ JUMP?
Model the response only if necessary:	T:	Tell me: _____CAN JUMP OVER THE PENCIL.
	GRP	_____ CAN JUMP OVER THE PENCIL.
Call on each child as many times as possible. Use the following verbs in the game:		YOU CAN RUN AROUND THE TABLE, etc. WALK TO THE WINDOW,ETC. SIT ON THE CHAIR, ETC. STAND ON THE PAPER, ETC. SKIP TO THE TABLE., ETC.
When the game is over, exchange M&M's for the tickets which the children have been given. You will have arranged for everyone to have won about an equal number of tickets, of course!		

REVIEW PATTERNS: PAST TENSE OF COPULA: BE
YES-NO QUESTIONS and RESPONSES
NEGATION
SEQUENCES OF EVENTS: (E.g. He was walking, now he's sitting.)

Year 2
Week 2
Day 4
Page 1

REVIEW VOCABULARY OR FORMS: WERE, WAS
IN, ON
NOT, NO
NOW

MATERIALS NEEDED: Box, bag, pencils, books, crayons, cars, trucks, etc.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
DEMONSTRATE:		
Sit on the chair and tell the children:	T:	I'M SITTING ON THE CHAIR.
Stand up and then ask them:	T:	AM I SITTING?
Model the response for them if necessary:	T:	Tell me: NO, YOU AREN'T. YOU AREN'T SITTING.
	GRP:	NO, YOU AREN'T. YOU AREN'T SITTING.
	T:	Tell me: YOU WERE SITTING, NOW YOU'RE STANDING. Repeat, please: YOU WERE SITTING. NOW YOU'RE STANDING.
	GRP:	YOU WERE SITTING. NOW YOU'RE STANDING.
Call on a child. Tell him:	T:	_____, WALK TO THE DOOR.
As he does, tell him:	T:	_____, Tell me: I'M WALKING TO THE TABLE.

Instructions to the teacher	Speaker	Dialogue
	C:	I'M WALKING TO THE TABLE.
Ask the child to sit on the table.	T:	_____, SIT ON THE TABLE.
When he has done so, then ask him:	T:	_____, are you walking?
Model the response if necessary:	T:	Tell me: NO, I'M NOT. I'M NOT WALKING.
	C:	NO, I'M NOT. I'M NOT WALKING.
Tell the child to ask the others:	T:	Ask them: AM I WALKING?
	C:	AM I WALKING?
Model the response if necessary:	T:	Tell him: NO, YOU'RE NOT. YOU'RE NOT WALKING.
	GRP:	NO, YOU'RE NOT. YOU'RE NOT WALKING.
To the group:	T:	Tell him: YOU WERE WALKING. NOW YOU'RE SITTING.
	GRP:	YOU WERE WALKING, NOW YOU'RE SITTING.
Call on another child. Tell him:	T:	_____, RUN AROUND THE CHAIR.
As he does, tell him:	T:	_____, tell me: I'M RUNNING AROUND THE CHAIR.
	C:	I'M RUNNING AROUND THE CHAIR.
Ask the child to stand on a sheet of paper on the floor.	T:	_____, STAND ON THE PAPER.

Instructions to the teacher	Speaker	Dialogue
As he does, ask him:	T:	_____, ARE YOU RUNNING?
Model the response if necessary:	T:	Tell me: NO, I'M NOT. I'M NOT RUNNING.
	C:	NO, I'M NOT. I'M NOT RUNNING.
Tell the child to ask the others:	T:	Ask them: AM I RUNNING?
	C:	AM I RUNNING?
Model the response for the group if necessary.	T:	Tell him: NO, YOU'RE NOT. YOU'RE NOT RUNNING.
	GRP:	NO, YOU'RE NOT. YOU'RE NOT RUNNING.
	T:	Tell him: YOU WERE RUNNING. NOW YOU'RE STANDING.
		Etc.
To the group:		
Call on each child at least twice for this drill. Note that the second of the two actions should be one in which the child comes to a stop, otherwise the drill is not manageable. E.g.:		
You were jumping. Now you're standing.		
You were running. Now you're sitting.		
You were skipping. Now you're kneeling.		

PART II. SECOND REVIEW LESSON

Instructions to the teacher	Speaker	Dialogue
You will need a number of different articles a couple of books, some crayons, some pencils, some paper, some little cars, some trucks,etc. DEMONSTRATE: — Place two books on the table. Then place them on the floor. Tell the children as you point at the table first:	T:	THE BOOKS WERE ON THE TABLE. THE BOOKS WERE ON THE TABLE. Repeat please, THE BOOKS WERE ON THE TABLE.
	GRP:	THE BOOKS WERE ON THE TABLE.
Point at the books on the floor:	T:	NOW THEY'RE ON THE FLOOR. REPEAT PLEASE: NOW THEY'RE ON THE FLOOR.
	GRP:	NOW THEY'RE ON THE FLOOR.
Repeat the entire sequence, pointing at the appropriate place each time:	T:	THE BOOKS WERE ON THE TABLE. NOW THEY'RE ON THE FLOOR. Repeat, please: THE BOOKS WERE ON THE TABLE.
	GRP:	THE BOOKS WERE ON THE TABLE.
	T:	NOW THEY'RE ON THE FLOOR.
	GRP:	NOW THEY'RE ON THE FLOOR.

Instructions to the teacher	Speaker	Dialogue
Pointing at the books, ask the children	T:	ARE THE BOOKS ON THE FLOOR?
Model the response, if necessary:	T:	Tell me: YES, THEY ARE. THEY'RE ON THE FLOOR.
	GRP:	YES, THEY ARE. THEY'RE ON THE FLOOR.
Place some pencils first on the chair, and then place them in a bag. Point first at the chair and tell the group:	T:	THE PENCILS WERE ON THE CHAIR. Repeat, please: THE PENCILS WERE ON THE CHAIR.
	GRP:	THE PENCILS WERE ON THE CHAIR.
Point at the pencils which are in the bag and say:	T:	THE PENCILS WERE ON THE CHAIR. NOW THEY'RE IN THE BAG.
		Repeat, please: NOW THEY'RE IN THE BAG.
	GRP:	NOW THEY'RE IN THE BAG.
Call on a child to help you be teacher. Tell him to ask the others:	T:	Ask them: ARE THE PENCILS ON THE CHAIR?
	C:	ARE THE PENCILS ON THE CHAIR?
(Model the response if necessary.)	GRP:	NO, THEY'RE NOT. THEY'RE NOT ON THE CHAIR.
To the group:	T:	Tell him: THEY WERE ON THE CHAIR. NOW THEY'RE IN THE BAG.
	GRP:	THEY WERE ON THE CHAIR. NOW THEY'RE IN THE BAG.

Instructions to the teacher	Speaker	Dialogue
To the child again: Model the question for him.	T:	Ask them: ARE THE PENCILS IN THE BAG?
(Model the correct response for the group only if necessary:)	C:	ARE THE PENCILS IN THE BAG?
Place some other objects first in one place and then on another. Follow the procedure as given above, calling on a child to help you by playing teacher.	T:	Tell them: YES THEY ARE. THE'RE IN THE BAG.
	GRP:	YES THEY ARE. THEY'RE IN THE BAG.

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REVIEW PATTERNS: CONJUNCTION: Conjoined sentences, and conjoined nouns in noun phrases.

SEQUENCE OF EVENTS (E.G. The pencil and book were on the table. Now they're on the floor.)

INTERROGATIVES: WHERE, WHAT

REVIEW VOCABULARY OR FORMS: Forms of BE: Is, are
Prepositions: On, in
Conjunction: And

MATERIALS NEEDED: Pencils, crayons, books, blocks, box, bag, paper, boat, truck, car,
H-M cards for Evaluation: 112, 113, 114, 115, 116, 117, 283.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
DEMONSTRATE:		
Place a pencil on the floor and a book on a chair. Point first at the pencil and say:	T:	THE PENCIL IS ON THE FLOOR... THE PENCIL IS ON THE FLOOR...
Point at the book and say:		AND THE BOOK IS ON THE CHAIR.
Repeat the entire sequence, pointing at each article as you say:	T:	THE PENCIL IS ON THE FLOOR AND THE BOOK IS ON THE CHAIR.
Ask for repetition: (You may need to break it up for the children again.)	T:	Repeat please: THE PENCIL IS ON THE FLOOR AND THE BOOK IS ON THE CHAIR.
Demonstrate once more:		
Place a truck on a block and a car in a box. Point at the truck first and say:	T:	THE TRUCK IS ON THE BLOCK...

Instructions to the teacher	Speaker	Dialogue
Then point at the car and say:	T:	...AND THE CAR IS IN THE BOX.
		THE TRUCK IS ON THE BLOCK. ...AND THE CAR IS IN THE BOX.
		Repeat please: THE TRUCK IS ON THE BLOCK....
	GRP:	THE TRUCK IS ON THE BLOCK....
	T:	AND THE CAR IS IN THE BOX.
	GRP:	AND THE CAR IS IN THE BOX.
Repeat the entire sequence, breaking it up if necessary:	T:	THE TRUCK IS ON THE BLOCK AND THE CAR IS IN THE BOX.
	GRP:	THE TRUCK IS ON THE BLOCK AND THE CAR IS IN THE BOX.
Ask a child to help you. Let him place a crayon in one place, and a block in another. Then help him ask the questions of the others.	T:	Ask them: WHAT'S IN THE BOX...AND WHAT'S ON THE TABLE.
Model response for the group:	T:	Tell him: THE CRAYON IS IN THE BOX....
	GRP:	THE CRAYON IS IN THE BOX...
Model the second half of the answer for the group:	T:	Tell him: AND THE BLOCK IS ON THE TABLE.
	C:	AND THE BLOCK IS ON THE TABLE.
To the group:	T:	Repeat please: THE CRAYON IS IN THE BOX AND THE BLOCK IS ON THE TABLE.

Instructions to the teacher	Speaker	Dialogue
	GRP:	THE CRAYON IS IN THE BOX.... AND THE BLOCK IS ON THE TABLE.:
Repeat the entire sequence for the group:	T:	WHAT'S IN THE BOX...AND WHAT'S ON THE TABLE?
Model the response if necessary:		Tell me: THE CRAYON IS ON THE BOX... AND THE BLOCK IS ON THE TABLE.
	GRP:	THE CRAYON IS IN THE BOX.... AND THE BLOCK IS ON THE TABLE.
Call on others, letting them be teacher with your help, of course, in modeling the questions and responses.		
Alternate placement of articles in different places with placement of two different articles in the same place:		
DEMONSTRATE:		
Place a pencil and some paper on the table. Point at these and tell the children.	T:	THE PENCIL AND PAPER ARE ON THE TABLE.
		Repeat please: THE PENCIL AND PAPER ARE ON THE TABLE.
	GRP:	THE PENCIL AND PAPER ARE ON THE TABLE.
Place a box and a bag on the chair: Point at these and ask the children:	T:	WHERE ARE THE BOX AND BAG?
Model the response if necessary:	T:	Tell me: THE BOX AND BAG ARE ON THE CHAIR.
	GRP:	THE BOX AND BAG ARE ON THE CHAIR.

Instructions to the teacher	Speaker	Dialogue
Ask a child to help you be the teacher		
Let him place some articles in one place. (E.g. a truck and a car in the box.) Model question #1 for him.	T:	Ask them: WHERE ARE THE CAR AND TRUCK?
	C:	WHERE ARE THE CAR AND TRUCK?
Model the response for the group:	T:	Tell him: THE CAR AND TRUCK ARE IN THE BOX.
	GRP:	THE CAR AND TRUCK ARE IN THE BOX.
Model question #2 for child:	T:	Ask them: WHAT'S IN THE BOX?
	C:	WHAT'S IN THE BOX?
Model response for the group:	T:	Tell him: THE CAR AND TRUCK ARE IN THE BOX.
	GRP:	THE CAR AND TRUCK ARE IN THE BOX.
Ask others to help you play teacher. This type of drill allows everyone opportunity to practice using question patterns in English as well as practice in giving appropriate responses.		

PART II. EVALUATION

Year 2
Week 2
Day 5
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The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

INSTRUCTIONS TO THE TEACHER		SPEAKER	ITEM AND RESPONSE	Student:	"C" = Correct ✓ = Incorrect 1 2 3 4 5 6
ITEM I.	Ask the child to do the following actions. He is required only to demonstrate his comprehension in this item:	T:	JUMP OVER THE BLOCK.	A	
				B	
				C	
ITEM II. Week 2 Day 3	Use H-M Cards listed below: Child is required to give a verbal response to your question for each of the following cards #112,114,115.	T:	WHAT'S [HE / SHE] DOING?	A	
			WHAT ARE THEY DOING?		
		C:	[HE'S / SHE'S] & [RUNNING / JUMPING / WALKING]	B	
				C	
ITEM III. Week 2 Day 2	Ask the child to do the following actions. He is required only to demonstrate comprehension by following your instructions.	T:	STAND BY THE TABLE.	A	
			COME TO ME.		
				B	

INSTRUCTIONS TO THE TEACHER	Speaker	ITEM AND RESPONSE Student:	Mark "C"= Correct = Incorrect 1 2 3 4 5 6
ITEM IV. Use H-M Cards listed below: Week 2 Day 3 Child is required to give a verbal response to your question for each of the following H-M Cards: #113, 116, 117, 283.	T:	WHAT'S [HE / SHE] DOING? A	
		or B	
		WHAT ARE THEY DOING?	
	C:	[HE'S / SHE'S / THEY'RE] & [SITTING, HOPPING, SKIPPING, DANCING]	
ITEM V. Week 2 Sit on a chair. Then get up. Ask the child:	T:	AM I SITTING?	
Child must respond:	C:	NO, YOU'RE NOT. or NO. or (Some other appropriate response.)	
ITEM VI. Week 2 Remain standing and ask the child:	T;	WAS I SITTING?	
Child must respond:	T:	YES, YOU WERE. or YES. or (Some other appropriate response.)	

Year 2
Week 2
Day 5
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INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE Student:	Mark "C"=Correct ✓= Incorrect 1 2 3 4 5 6 7
ITEM VII. Repeat the actions as in item 5. Sit on a chair, then stand. This time tell the child: Week 2 Day 4	T:	I WAS SITTING. NOW WHAT AM I DOING?	
Child must respond:	C:	(NOW YOU'RE) STANDING.	
ITEM VIII Week 2 Place two books on the table. Then place them on the floor. Tell the child:	T:	THE BOOKS WERE ON THE TABLE. NOW THEY'RE ON THE FLOOR.	
REPEAT THE ENTIRE SEQUENCE:	T:	THE BOOKS WERE ON THE TABLE. NOW THEY'RE ON THE FLOOR.	
Ask the child:	T:	WHERE WERE THE BOOKS?	
Child must respond:	C:	(THEY WERE) ON THE TABLE	
ITEM IX Place a truck and a car on the floor. Point at them and ask the child:	T:	WHAT'S ON THE FLOOR?	
Child must respond:	C:	THE TRUCK AND CAR (ARE ON THE FLOOR.)	
Ask the child:	T:	WHERE ARE THE TRUCK AND CAR?	
Child must respond:	C:	THEY'RE ON THE FLOOR. THE TRUCK AND CAR ARE	

Year 2
Week 3
Day 1

ENGLISH COMPONENT

RECEIVED JAN 19 1972 NMSU E.R.I.C.

OBJECTIVES

The objective of the third week of Second Year English instruction is to continue with the review of fist year materials. The structures and operations covered the third week are:

1. Sentence Patterns:

   A. NP + [VERB / BE] + ADJ

      VERB = feel, seem, look.

   B. NP + VERB: transitive + NP
      VERB transitive = open, close, touch, have, want, take, feel.

   C. NP + BE + [NP / ADJ]

2. Use of Auxiliary "DO" in Yes-No questions.
3. Use of interrogative words: WHO? WHAT? HOW?
4. Negation.
5. ELSE/ALSO, TOO.
6. PLURAL formation.
7. Adjectives in attributive position.
8. Past tense: TAKE-TOOK.
9. Auxiliaries: CAN, DO, WILL.
10. Adjectives: Happy, sleepy, warm, sick, busy, cold, funny, thirsty, hungry, rough, smooth, cool, soft, hard, wet, dry.

Year 2
Week 3
Day 1

REVIEW DAY

INDICATE THE NUMBER OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK:

Item 1 _____	Item 4 _____	Item 7 _____
Item 2 _____	Item 5 _____	Item 8 _____
Item 3 _____	Item 6 _____	Item 9 _____

Which drills or exercises did you repeat on the basis of this evaluation?

List the patterns you reviewed and the activities you used for each.

Did the children who were having difficulties previously appear to understand better after the review?

Year 2
Week 3
Day 2
Page 1

REVIEW PATTERNS: PATTERN: NP + VERB: Transitive + NP

Object Pronoun Replacement of Direct Object

Use of Auxiliary Verb DO in Yes-No Questions

Interrogative: WHO

REVIEW VOCABULARY OR FORMS: Transitive verbs: OPEN, CLOSE, TOUCH, HAVE

FORMS of DO: DOES, DO

ELSE - ALSO

FORMS of HAVE: HAS, HAVE

MATERIALS NEEDED: PURSE, BOX, BOOK, BEANBAG, CLOTH SACK, PAPER BAG, LOTTO CARDS.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Name each of the articles above to make certain that the children remember the name of each.		
*Hold up each and tell the children:	T:	THIS IS A SACK. Tell me: THIS IS A SACK.
	GRP:	THIS IS A SACK.
Hold up another:	T:	THIS IS A BEANBAG. Tell me: THIS IS A BEANBAG
Repeat this several times for each of the articles named above in the materials list.		
*Note: In order for the use of the demonstrative THIS to be semantically correct, the children must be close enough to the article to be able to touch it.		

Instructions to the teacher	Speaker	Dialogue
DEMONSTRATE:		
Touch each of the articles, telling the children as you do:	T:	I'M TOUCHING THE BEANBAG.
	T:	I'M TOUCHING THE SACK.
		I'M TOUCHING THE BAG.
		Etc.
Open each of the articles, saying as you do:	T:	I'M OPENING THE BAG.
And close it again, saying:	T:	I'M CLOSING IT.
		I'M OPENING THE BOX.
		I'M CLOSING IT.
		I'M OPENING THE SACK.
		I'M CLOSING IT.
		Etc.
Call on a child. Tell him:	T:	(Name), TOUCH THE BOX.
He does, and you ask the others:	T:	WHAT'S (Name) DOING?
Model the correct response:	T:	Tell me: (Name) IS TOUCHING THE BOX.
	GRP:	(Name) IS TOUCHING THE BOX.
Tell the child to:	T:	(Name), OPEN IT.

Instructions to the teacher	Speaker	Dialogue
As the child does so, you ask the group:	T:	WHAT'S (Name) DOING?
Model the response only if necessary:	T:	Tell me: (Name) IS OPENING THE BOX.
	GRP:	(Name) IS OPENING THE BOX.
Substitute an object pronoun for the noun, and ask the group to repeat again:	T:	YES, (Name) IS OPENING IT. Repeat, please: (Name) IS OPENING IT.
	GRP:	(Name) IS OPENING IT.
Ask the child to close the box:	T:	CLOSE IT, (Name) .
As he does so, ask the group:	T:	WHAT'S (Name) DOING?
Model the response only if necessary:	T:	Tell me: HE'S CLOSING THE BOX.
	GRP:	HE'S CLOSING THE BOX.
Substitute an object pronoun for the noun and ask the group to repeat again:	T:	YES, HE'S CLOSING IT. Repeat, please: HE'S CLOSING IT.
	GRP:	HE'S CLOSING IT.
Call on others, using the same sequence of actions as given. TOUCH THE (Noun) OPEN THE (Noun) OPEN IT. CLOSE THE (Noun) CLOSE IT.		

PART II: SECOND REVIEW

Instructions to the teacher	Speaker	Dialogue
You will need a Lotto Set for this drill. One with which the children are already familiar is best. Even then, be sure you go through the names of each thing pictured on the little cards before you begin.		
In order to do this, go through all of the little cards asking the children as you do:	T:	WHAT'S THIS?
Model response if necessary:	T:	Tell me: THAT'S A COW.
	GRP:	THAT'S A COW.
	T:	WHAT'S THIS?
	GRP:	THAT'S A CHICKEN.
		Etc.
Take out all of those which the children do not know well. (You might save these and make sure that the children become familiar with them later.) For this drill, you want to use only those cards which the children are able to name easily.		
PROCEDURE:		
Hand each child two cards. Keep two for yourself. Hold up one card. Tell the children:	T:	I HAVE A COW. I HAVE A COW.
Hold up the other card. Tell the children:	T:	I HAVE A PIG.
Look over at the child beside you and ask:	T:	WHAT DO YOU HAVE?
Ask the question again:	T:	WHAT DO YOU HAVE?

Instructions to the teacher	Speaker	Dialogue
Model the response, if necessary:	T:	Tell me: I HAVE A GOAT.
	C:	I HAVE A GOAT.
Ask the others:	T:	WHAT DOES HE HAVE?
	GRP:	[HE / SHE] HAS A GOAT.
Ask the child as you glance at the other card:	T:	WHAT ELSE DO YOU HAVE?
Model the response if necessary:	T:	Tell me: I HAVE A DUCK, ALSO.
	C:	I HAVE A DUCK, ALSO.
Ask the others:	T:	(Name), HAS A GOAT. WHAT ELSE DOES HE HAVE?
Model the response if necessary:	T:	Tell me: [HE / SHE] HAS A DUCK, ALSO.
	GRP:	[HE / SHE] HAS A DUCK, ALSO
Ask the children:	T:	WHO HAS A COW?
Model the response, if necessary: (Showing the children your card)	T:	Tell me: YOU HAVE A COW.
	GRP:	YOU HAVE A COW.
Point at your other card, asking:	T:	WHAT ELSE DO I HAVE?

Instructions to the teacher	Speaker	Dialogue
Model the correct response:	T:	Tell me: YOU HAVE A PIG, ALSO.
	GRP:	YOU HAVE A PIG, ALSO.
Look over at another child's cards. Point at one and ask him:	T:	WHAT DO YOU HAVE?
	C:	I HAVE A HORSE.
Ask the others:	T:	WHAT DOES HE HAVE?
Model the response if necessary:	T:	Tell me: HE HAS A HORSE.
	GRP:	HE HAS A HORSE.
Point at the child's other card and ask him:	T:	WHAT ELSE DO YOU HAVE?
Model the response:	T:	Tell me: I HAVE A BIRD, ALSO
	C:	I HAVE A BIRD, ALSO.
Ask the others:	T:	(Name) HAS A HORSE. WHAT ELSE DOES HE HAVE?
Model the response:	T:	Tell me: HE HAS A BIRD, ALSO.
	GRP:	HE HAS A BIRD, ALSO.
Point at the first child's picture cards and ask:	T:	WHO HAS A DUCK?
Model the response:	T:	Tell me: HE HAS A DUCK.
	GRP:	HE HAS A DUCK.

Instructions to the teacher	Speaker	Dialogue
Point at the child's other card and ask the group:	T:	YES, HE HAS A DUCK. WHAT ELSE DOES HE HAVE?
Model the response only if necessary:	T:	Tell me: HE HAS A GOAT, ALSO.
	GRP:	HE HAS A GOAT, ALSO.
Look at the next child's cards, asking as before. Continue with the drill as outlined above. Be certain that you go around the group several times at least. Many constructions are reviewed in this drill and it is important that the children have ample opportunity to practice all of them.		

Year 2
Week 3
Day 3
Page 1

REVIEW PATTERNS: PATTERN: NP + VERB: Transitive +NP

$$\begin{bmatrix}\text{NP}\\ \text{DEMON}\end{bmatrix} + \text{BE} + \begin{bmatrix}\text{NP}\\ \text{ADJECTIVE}\end{bmatrix}$$

QUESTIONS: WHO, WHAT
PLURALS
ADJECTIVES IN ATTRIBUTIVE POSITION
PAST TENSE OF VERB: TAKE ,TOOK

REVIEW VOCABULARY OR FORMS: ADJECTIVES: Red, green, yellow, blue

TRANSITIVE VERBS: TAKE, HAVE, WANT

AUXILIARY VERBS: CAN, DO, MAY

MATERIALS NEEDED: A set of "Pick-up Sticks"

GRAMMAR POINTS: Position of adjectives in attributive relation to nouns is Adjective + Noun as Noun + Adjective as in Spanish. Form of Adjective is non-varying in English. In Spanish, adjective agrees in number and gender with noun which it modifies.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
DEMONSTRATE:		
Hold up a "pick-up stick" Tell the children:	T	THIS IS A STICK. Repeat, please: THAT'S A STICK.
	GRP:	THAT'S A STICK.
Hold up another, but of a different color. Tell the children again:	T:	AND THIS IS A STICK, ALSO. Repeat, please: THAT'S A STICK, ALSO.
	GRP:	THAT'S A STICK, ALSO.
Continue doing this several times more. Then gather a number of the sticks together and hold them up, saying:	T:	THESE ARE STICKS. THESE ARE STICKS. Repeat, please: THOSE ARE STICKS.
	GRP:	THOSE ARE STICKS.

Instructions to the teacher	Speaker	Dialogue
Hold up a red stick. Tell the children:	T:	THIS STICK IS RED. IT'S A RED STICK.
Give each child a red stick. Tell them again:	T:	THIS STICK IS RED. IT'S A RED STICK. Repeat please: THIS STICK IS RED. IT'S A RED STICK.
Children holp up their sticks, saying:	GRP:	THIS STICK IS RED. IT'S A RED STICK.
Ask each child pointing at the stick in his hand as you do:	T:	WHAT COLOR IS THAT STICK?
Model the response, if necessary:	T:	Tell me: THIS STICK IS RED. IT'S A RED STICK.
	C:	THIS STICK IS RED. IT'S A RED STICK.
		ETC.
Gather all of the sticks from the children and hold them in a bunch for the children to see. Tell them:	T:	THESE STICKS ARE RED. THEY'RE RED STICKS. Repeat please: THOSE STICKS ARE RED. THEY'RE RED STICKS.
	GRP:	THOSE STICKS ARE RED. THEY'RE RED STICKS.
		ETC.

Instructions to the teacher	Speaker	Exchange
Repeat the procedure given above for each of the colors red, green, blue and yellow.		ETC.
Give one child some red sticks:	T:	HERE, (Name), YOU MAY HAVE SOME RED STICKS.
Give another child some blue ones:	T:	(Name), YOU MAY HAVE SOME BLUE STICKS.
And to another, some yellow sticks:	T:	(Name), YOU MAY HAVE SOME YELLOW STICKS.
And to another child, some green sticks:	T:	(Name), YOU MAY HAVE SOME GREEN STICKS.
Keep some yellow sticks for yourself. Tell the children:	T:	I HAVE SOME YELLOW STICKS. I WANT SOME BLUE STICKS.
Ask the child who has blue sticks:	T:	DO YOU HAVE SOME BLUE STICKS?
Model the response, if necessary:	T:	Tell me: YES, I DO. I HAVE SOME BLUE STICKS.
	C:	YES, I DO. I HAVE SOME BLUE STICKS.
Ask the child:	T:	MAY I HAVE SOME BLUE STICKS?
Model the response:	T:	Tell me: YES, YOU MAY. YOU MAY HAVE SOME BLUE STICKS
	C:	YES, YOU MAY. YOU MAY HAVE SOME BLUE STICKS.
Help the child to offer you some and model the sentence for him:	T:	Tell me: YOU MAY TAKE SOME BLUE STICKS.
	C:	YOU MAY TAKE SOME BLUE STICKS.

Instruction to the teacher	Speaker	Dialogue
Hold up the sticks. Tell the children:	T:	NOW I HAVE SOME YELLOW STICKS AND SOME BLUE ONES.
Look around and say:	T:	I WANT SOME RED STICKS.
Ask the child who has the red sticks:	T:	DO YOU HAVE SOME RED STICKS?
Model the response, only if necessary:	T:	Tell me: YES, I DO. I HAVE SOME RED STICKS.
	C:	YES, I DO. I HAVE SOME RED STICKS.
Ask him:	T:	MAY I HAVE SOME RED STICKS?
Model the response:	T:	Tell me: YES, YOU MAY. YOU MAY HAVE SOME RED STICKS.
	C:	YES, YOU MAY. YOU MAY HAVE SOME RED STICKS.
As the child offers you some, model this for him:	T:	Tell me: YOU MAY TAKE SOME RED STICKS.
	C:	YOU MAY TAKE SOME RED STICKS.
Call on a child to play teacher. Tell him to hold up his sticks: Model this for him:	T:	Tell them: I HAVE SOME GREEN STICKS.
	C:	I HAVE SOME GREEN STICKS.
	T:	Tell them: I WANT SOME YELLOW STICKS.
	C:	I WANT SOME YELLOW STICKS.
Point at the child who has the yellow sticks. Model the question for child #1:	T:	Ask him: DO YOU HAVE SOME YELLOW STICKS?

Instruction to the teacher	Speaker	Dialogue
	C#1	DO YOU HAVE SOME YELLOW STICKS?
Model the response for child #2:	T:	Tell him: YES, I DO. I HAVE SOME YELLOW STICKS.
	C#2	YES, I DO. I HAVE SOME YELLOW STICKS.
Model the question for child #1:	T:	Ask him: MAY I HAVE SOME YELLOW STICKS?
	C#1	MAY I HAVE SOME YELLOW STICKS?
Model the response for child #2	T:	Tell him: YES, YOU MAY. YOU MAY HAVE SOME YELLOW STICKS.
	C#2	YES, YOU MAY. YOU MAY HAVE SOME YELLOW STICKS.
As Child #2 offers Child #1 the sticks, model this:	T:	Tell him: YOU MAY TAKE SOME YELLOW STICKS.
	C#2	YOU MAY TAKE SOME YELLOW STICKS.
Repeat the procedure for each child, in both roles.		ETC.

II: REINFORCEMENT

Instruction to the teacher	Speaker	Dialogue
Give each child a pick-up stick. Each stick should be of a different color. Put the remaining sticks on the table before the group.		
Hold up a stick: Tell the group:	T:	I HAVE A RED STICK.
Look around the group and ask:	T:	WHO ELSE HAS A RED STICK?
Nod at the child who has one, and model this for him:	T:	Tell us: I HAVE A RED STICK.
	C:	I HAVE A RED STICK.
Tell the others:	T:	I HAVF A RED STICK. (Name) HAS ONE, TOO. Tell me: YOU HAVE A RED STICK. (Name) HAS ONE TOO
	GRP:	YOU HAVE A RED STICK. (Name) HAS ONE, TOO.
Ask the child:	T:	DO YOU WANT A BLUE STICK?
	C:	YES, I DO.
	T:	THEN TAKE ONE.
Child does, and then you tell the others:	T:	(Name) TOOK A BLUE STICK. Repeat please: (Name) TOOK A BLUE STICK.
	GRP:	(Name),TOOK A BLUE STICK.
Tell the child:	T:	NOW YOU HAVE A BLUE STICK AND A RED ONE, TOO. Tell me: NOW I HAVE A BLUE STICK AND A RED ONE, TOO.
Hold up another stick. Tell the children.	T:	I HAVE A GREEN STICK.

Instruction to the teacher	Speaker	Dialogue
Look around the group and ask:	T:	WHO ELSE HAS A GREEN STICK ?
Nod at the child who has one, and model this for him:	T:	Tell us: I HAVE A GREEN STICK.
	C:	I HAVE A GREEN STICK.
Tell the others:	T:	I HAVE A GREEN STICK? (Name) HAS ONE TOO. Repeat, please: YOU HAVE A GREEN STICK. (Name), HAS ONE, TOO.
	GRP:	YOU HAVE A GREEN STICK. ____HAS ONE, TOO.
Ask the child:	T:	DO YOU WANT A RED STICK?
	C:	YES, I DO.
	T:	THEN TAKE ONE.
Child does, and you tell the	T:	(Name) TOOK A RED STICK. Repeat,please: (Name), TOOK A RED STICK.
	GRP:	(Name), TOOK A RED STICK.
	T:	NOW YOU HAVE A GREEN STICK, AND A RED ONE, TOO. Tell us: NOW I HAVE A GREEN STICK AND A RED ONE, TOO.
	C:	NOW I HAVE A GREEN STICK AND A RED ONE, TOO.
Continue with this drill as presented above. Give every child a chance to participate. If the sentences are too long for the child to repeat without help, then break it up for him into logical segments: E.G., NOW I HAVE A GREEN STICK AND A RED ONE,TOO.		Etc.

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Week 3
Day 4
Page 1

REVIEW PATTERNS: NP + VERB + ADJECTIVE
Questions with interrogative: WHO?
Verb in simple present tense
Negation

NEW PATTERNS: Questions with interrogative: HOW?

REVIEW VOCABULARY OR FORMS: Verb: Look, feel

Adjectives: Happy, sleepy, warm, sick, busy, cold, funny, thirsty, hungry.

MATERIALS NEEDED: H-M PICTURE CARDS: #31 to 40
Pictures clipped from magazines which illustrate the above vocabulary items.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Hold up card #31. Tell the children:	T:	THIS GIRL FEELS WARM. SHE FEELS WARM. SHE LOOKS WARM.
Place stress on the question word HOW as you ask this:	T:	HOW DOES SHE LOOK? HOW DOES SHE LOOK?
Model the response:	T:	Tell me: SHE LOOKS WARM.
	GRP:	SHE LOOKS WARM.
	T:	YES, THIS GIRL LOOKS WARM. SHE FEELS WARM.
Again with stress on "HOW" as you ask:	T:	HOW DOES SHE FEEL?
Model the response:	T:	Tell me: SHE FEELS WARM.

Instruction to the teacher	Speaker	Dialogue
Hold up card #32. Ask the children:	T:	DOES THIS BOY FEEL WARM?
Shake your head vigorously as you say:	T:	NO! HE DOESN'T. HE DOESN'T FEEL WARM!
Ask the question again:	T:	DOES HE FEEL WARM?
Model the response with appropriate gestures:	T:	Tell me: NO, HE DOESN'T! HE DOESN'T FEEL WARM.
	GRP:	NO, HE DOESN'T! HE DOESN'T FEEL WARM.
Hold up the card again. Tell the children:	T:	THIS BOY DOESN'T FEEL WARM! HE FEELS COLD! HE LOOKS COLD.
Ask the question again with the stress on the interrogative word, HOW.	T:	HOW DOES HE LOOK?
Model the response:	T:	Tell me: HE LOOKS COLD.
	GRP:	HE LOOKS COLD.
Pointing at the picture again:	T:	YES! HE LOOKS COLD. HE FEELS COLD.
Ask the children:	T:	HOW DOES HE FEEL?
Model the response:	T:	Tell me: HE FEELS COLD.
	GRP:	HE FEELS COLD.
Point at picture #31 again. Ask the group:	T:	DOES THIS GIRL FEEL COLD?
Shaking your head as a cue, model the response, if necessary:	T:	Tell me: NO! SHE DOESN'T. SHE DOESN'T FEEL COLD.

Instruction to the teacher	Speaker	Dialogue
	GRP:	NO, SHE DOESN'T! SHE DOESN'T FEEL COLD.
Ask them:	T:	HOW DOES SHE LOOK?
Model the response only if necessary:	T:	(Tell me: SHE LOOKS WARM.)
	GRP:	SHE LOOKS WARM.
Hold up picture card #33. Stre	T:	THIS GIRL FEELS SLEEPY. SHE FEELS SLEEPY. SHE LOOKS SLEEPY.
Ask the children:	T:	HOW DOES SHE FEEL?
Model the response:	T:	Tell me: SHE FEELS SLEEPY.
	GRP:	SHE FEELS SLEEPY.
	T:	YES, THIS GIRL FEELS SLEEPY. SHE LOOKS SLEEPY.
Ask the question:	T:	HOW DOES SHE LOOK?
Model the response:	T:	Tell me: SHE LOOKS SLEEPY.
Hold up card #40.	T:	DOES THIS GIRL FEEL SLEEPY?
Shake your head as you say:	T:	NO! SHE DOESN'T. SHE DOESN'T FEEL SLEEPY. SHE DOESN'T LOOK SLEEPY!
Ask the question again:	T:	DOES THIS GIRL FEEL SLEEPY?
Model the response:	T:	Tell me: NO! SHE DOESN'T. SHE DOESN'T FEEL SLEEPY.
	GRP:	NO! SHE DOESN'T. SHE DOESN'T FEEL SLEEPY.

Instruction to the teacher	Speaker	Dialogue
Hold up the card again. Tell the group: Place stress on LOOKS.	T:	THIS GIRL DOESN'T FEEL SLEEPY. SHE FEELS BUSY. SHE LOOKS BUSY.
Ask them:	T:	HOW DOES SHE LOOK?
Model the response:	T:	Tell me: SHE LOOKS BUSY.
	GRP:	SHE LOOKS BUSY.
	T:	YES, THIS GIRL LOOKS BUSY. SHE FEELS BUSY.
Ask the question:	T:	HOW DOES SHE FEEL?
Model the response:	T:	Tell me: SHE FEELS BUSY.
	GRP:	SHE FEELS BUSY.
Point at picture card #40 again. Ask:	T:	DOES THIS GIRL FEEL BUSY?
Model the response, if necessary:	T:	Tell me: NO, SHE DOESN'T. SHE DOESN'T FEEL BUSY.
	GRP:	NO, SHE DOESN'T. SHE DOESN'T FEEL BUSY.
Ask again:	T:	HOW DOES SHE LOOK?
Model the response, if necessary:	T:	Tell me: SHE LOOKS SLEEPY.
	GRP:	SHE LOOKS SLEEPY.

Instruction to the teacher	Speaker	Dialogue
Continue with this review exercise as presented above. Use all of the cards listed above. The patterns you will be using are as follows:		[THIS BOY / THIS GIRL / HE / SHE] [LOOKS / FEELS] [THIRSTY / WARM / COLD / SLEEPY / SICK / HUNGRY / HAPPY / FUNNY / BUSY]

HOW DOES [HE / SHE] [LOOK / FEEL] ? ?

DOES [HE / SHE] [LOOK / FEEL] ? [Adjective]

[YES, / NO ,] [HE / SHE] [DOES. / DOESN'T]

[HE / SHE] DOESN'T [LOOK / FEEL] + Adjective

PART II: REINFORCEMENT

Instruction to the teacher	Speaker	Dialogue
Line up the cards so the children can see them. You can supplement H-M cards with pictures from magazines. Ask children:	T:	WHO LOOKS WARM? WHO LOOKS WARM?
Call on a child:	T:	(Name) WHO LOOKS WARM?
Child identifies w the correct picture. If he doesn't, help him. Model the response if necessary:	T:	Tell me: THIS GIRL LOOKS WARM.
	C:	THIS GIRL LOOKS WARM.
Repeat the response, and ask the child:	T:	YES! SHE LOOKS WARM. SHE FEELS WARM. DO YOU FEEL WARM?
Help the child respond:	T:	Tell me: [YES, I DO / NO, I DON'T] (or)
	C:	[YES, I DO. / NO, I DON'T]
Turn to the group and ask:	T:	DOES (Name) FEEL WARM?
	GRP:	YES, [HE / SHE] [DOES. / DOESN'T.]
Let the child play "teacher."	T:	Ask them: WHO LOOKS THIRSTY?
Model this question for him:	T:	WHO LOOKS THIRSTY?
Model the response: After the children have correctly identified the picture.	T:	Tell him: THIS GIRL LOOKS THIRSTY.
	GRP:	THIS GIRL LOOKS THIRSTY.

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Week 3
Day 5
Page 1

REVIEW PATTERNS: NP + [VERB / BE] + ADJECTIVE

Verb in simple present tense.
Negation
Interrogatives: HOW? WHO?
NP + VERB + NP

REVIEW VOCABULARY OR FORMS: VERB: [Feel, look, be.]

ADJECTIVES: Happy, sleepy, warm, sick, busy, cold, funny, thirsty, hungry. Rough, smooth, warm, cool, soft, hard, wet, dry.

MATERIALS NEEDED: H-M PICTURE cards: #31 to 40

Sand paper, corduroy, cotton balls, a mirror, a wet cloth and a dry piece of the same, a rock, a bit of satin ribbon, if you have it, and something fluffy such as a bit of fur.

FOR TEST: Pick-up sticks and Animal Lotto Cards

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Using the H-M Cards listed above, quickly review the materials covered yesterday. Use the Exercise found in Part II of Week 3, Day 4, Teacher's Guide. You might simply ask the children the questions yourself rather than calling on individuals to do so. The idea is to go over all of the adjectives reviewed yesterday before going on to new materials.		WHO [LOOKS / FEELS] ADJECTIVE? [THE BOY / THE GIRL / HE / SHE] [LOOKS / FEELS] Adjective. HOW DOES [HE / SHE] [LOOK / FEEL]? DOES [HE / SHE] [LOOK / FEEL] Adjective? DO YOU FEEL ADJECTIVE? YES, I DO. NO, I DON'T

PART II

Instruction to the teacher	Speaker	Dialogue
You'll need all of the materials listed above (except for the H-M cards.) Hold up the sand-paper for the children to see. Feel it with your finger tips and tell the group:	T:	THIS SAND PAPER FEELS ROUGH. IT FEELS ROUGH.
Hand it to a child and tell him: (Note the difference in use of "FEEL").	T:	(Name), FEEL THE SANDPAPER.
Child does, and you ask him:	T:	HOW DOES IT FEEL?
Model the response for him:	T: C:	Tell me: IT FEELS ROUGH. IT FEELS ROUGH.
Hand it to another child. Tell him:	T:	(Name), FEEL THE SANDPAPER.
He does, and you ask child #1 to ask child #2.	T: C#1:	Ask him: HOW DOES IT FEEL? HOW DOES IT FEEL?
Model the response for child #2.	T: C#2:	Tell him: IT FEELS ROUGH. IT FEELS ROUGH.
Ask child #2 to hand it to another, Ask this child to:	T:	(Name), FEEL THE SANDPAPER.
He does, and you model this question for child #2 to ask of child #3:	T: C#2	Ask him: HOW DOES IT FEEL? HOW DOES IT FEEL?
Model the response for Child #3:	T: C#3	Tell him: IT FEELS ROUGH. IT FEELS ROUGH. ETC.

Instruction to the teacher	Speaker	Dialogue
Now hold up the mirror for the children to see. Feel it with your finger tips and tell the group:	T:	This mirror feels smooth. It feels smooth. IT FEELS SMOOTH.
Let all of the children feel it as you say:		
Hand it to a child and ask him to:	T:	(Name), FEEL THE MIRROR.
Child does, and you ask him:	T:	HOW DOES IT FEEL?
Model the response:	T:	Tell me: IT FEELS SMOOTH.
	C#1	IT FEELS SMOOTH.
Ask him:	T:	DOES IT FEEL ROUGH?
Shake your head as you model the response for him:	T:	Tell me: NO! IT DOESN'T. IT DOESN'T FEEL ROUGH.
	C#1	NO! IT DOESN'T. IT DOESN'T FEEL ROUGH.
Note change from "FEEL" to "BE".	T:	A MIRROR ISN'T ROUGH. IT'S SMOOTH.
To the group:	T:	Repeat please: A MIRROR ISN'T ROUGH. IT'S SMOOTH.
	GRP:	A MIRROR ISN'T ROUGH IT'S SMOOTH.
Ask child #1 to hand the mirror to child #2. Tell #2 to:	T:	(Name), FEEL THE MIRROR.

Instruction to the teacher	Speaker	Dialogue
He does and you model this for child #1 to ask of #2.	T:	Ask him: HOW DOES IT FEEL?
	C#1	HOW DOES IT FEEL?
Model response for #2, if necessary:	T:	Tell him: IT FEELS SMOOTH.
	C#2	IT FEELS SMOOTH.
Model another question for child #1:	T:	Ask him: DOES IT FEEL ROUGH?
	C#1	DOES IT FEEL ROUGH?
Model response for #2:	T:	Tell him: NO! IT DOESN'T. IT DOESN'T FEEL ROUGH.
Tell the children:	T:	A MIRROR ISN'T ROUGH, IT'S SMOOTH.
		Repeat please: A MIRROR ISN'T ROUGH, IT'S SMOOTH.
	GRP:	A MIRROR ISN'T ROUGH, IT'S SMOOTH.
Hand the mirror to child #3. Tell hi	T:	(Name), FEEL THE MIRROR.
Ask child #2 to ask of #3.	T:	Ask him: HOW DOES IT FEEL? ETC.
Continue with this exercise as developed above. Pair these items of contrasting textures as Rough and Smooth were paired above in the examples given:		1. ROUGH (SANDPAPER), SMOOTH (MIRROR). 2. SOFT (COTTON BALLS), HARD (ROCKS OR MARBLES) 3. WET (WET CLOTH), DRY (DRY CLOTH). 4. WARM (FUR), COOL (SATIN).

PART II. EVALUATION

Year 2
Week 3
Day 5
Page 5

The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

"C" = Correct
✓ = Incorrect

Instructions to the teacher	Speaker	Item and Response	Student: 1	2	3	4	5	6
Item I Week 3 Day 2 Give the child a blue pick-up stick. Ask him:		What do you have?						
Child must respond:	C:	A BLUE STICK. I HAVE A BLUE STICK.						
Item II Week 3 Day 2 A) Tell the child: Child must take one of the correct color.	T:	You may take a red stick.						
B) Hold a green stick in your hand and ask him:	T:	Who has a green stick?						
Child must respond:	C:	YOU HAVE, (or) YOU HAVE A GREEN STICK.						
Item III Week 3 Day 2 Tell the child:	T:	You have a red stick and you have a blue one. Do you want a yellow one? Tell me: I WANT A YELLOW STICK.						
Child must successfully imitate:	C:	I WANT A YELLOW STICK.						

EVALUATION (continued)

Instructions to the teacher	Speaker	Item and Response	C= Correct = Incorrect 1 2 3 4 5 6 7
Item IV. Give the child two animal lotto cards. Keep two for yourself. Hold up one of your cards and tell him:	T:	I have a DUCK / COW / PIG, etc.	
Week 3 Day 3 Then ask him:	T:	What do you have?	
Child must respond:	C:	I have an animal.	
Item V Hold up your other card and say:	T:	I also have an animal.	
Week 3 Day 3 Point at the child's other card and ask:	T:	What else do you have?	
Child must respond:	C:	I also have an animal	
Item VI Use H-M Card #32 and ask the child:	T:	How does this girl look?	
Week 3 Day 44 Child must respond:	C:	WARM SHE LOOKS WARM	
Item VII Hold up cards #33 and #40. Ask:	T:	Who looks sleepy?	
Week 3 Day 4 Child must identify correct one:	C:	(Correct identification required)	

Year 2
Week 3
Day 5
Page 7

Instructions to the teacher	Speaker	Item and Response	"C"= Correct ✓= Incorrect 1 2 3 4 5 6
Item VIII Give the child a sheet of sandpaper. Ask him to feel it.	T:	Feel the sandpaper.	
	C:	(Child does so).	
Then ask him:	T:	How does it feel?	
Child must respond:	C:	Rough It feels rough	
Item IX Give the child a mirror. Ask him to feel it.	T:	Feel the mirror.	
Then ask:	T:	Does it feel rough?	
Optional responses.	C:	No, it doesn't. No, it doesn't feel rough No. It feels smooth.	

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ENGLISH COMPONENT
YEAR II
WEEK IV

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OBJECTIVES

This is the fourth and final week of review materials. The grammatical patterns, processes, and vocabulary which were taught during the first year of English instruction have been reviewed, and beginning with the fifth week, new materials will be introduced. The objective of the fourth week is to cover these patterns and processes:

1. Sentence pattern: NP + VERB + NP + ADVERB: Locative / Directive

   Example: "He rolled the ball under the table."
   Verb: Put-in, drop-into, roll-[into / under], take-[out of / from]

2. Sentence Pattern: NP + VERB + NP: Accusative + Adverb: Directive.

   Verb: Roll, throw, bounce.

   Example: "He threw the ball to Juan."

3. Sentence pattern: NP + VERB + NP: Accusative + NP: Dative / Benefactive

   Verb: Give, make, draw.

   Examples: I drew the cirle for Juan.
   Then I gave it to him. (or) Then I gave him the circle.

4. Pronoun replacement of direct and indirect objects.

5. Possession: Noun's
   Possessive pronouns

6. Past tense formation for all verbs used during this week of review.

7. Questions with interrogative words: WHERE? WHOSE? WHAT? WHO?

Year 2
Week 4
Day 1

REVIEW DAY

INDICATE THE NUMBER OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK:

Item 1 _____	Item 4 _____	Item 7 _____
Item 2 _____	Item 5 _____	Item 8 _____
Item 3 _____	Item 6 _____	Item 9 _____

Which drills or exercises did you repeat on the basis of this evaluation?

List the patterns you reviewed and the activities you used for each.

Did the children who were having difficulties previously appear to understand better after the review?

Year 2
Week 4
Day 2
Page 1

REVIEW PATTERNS: NP + VERB + NP + ADVERB: [Locative / Directive]

VERB: Put, drop, throw, roll, take from.

PAST TENSE OF VERBS: 'Put-put', 'drop-dropped', 'throw-threw', 'roll-rolled', 'take-took'.

MATERIALS NEEDED: A basket, box, bag, ball, beanbag, marble, sponge.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Before you begin this exercise, review the names of all of the articles to be used: *Basket, box, bag, ball, beanbag, marble, sponge. *New words. You will need to teach these new vocabulary items in the customary way: Hold up each item. Say:	T:	THIS IS A [BASKET. / MARBLE / SPONGE / BEANBAG / Etc.]

Instruction to the teacher	Speaker	Dialogue
Ask the entire group to repeat the name of the article several times:	T:	Repeat, please: BASKET / Etc.
	GRP:	BASKET.
	T:	Repeat again, please: BASKET.
	GRP:	BASKET.
Pass the item to each child in turn, and ask for individual repetition:	T:	Repeat, please: THIS IS A BASKET.
Child holds the article as he repeats:	C:	THIS IS A BASKET.
He passes it on to the next child, and you model:	T:	Repeat please: THIS IS A BASKET.
	C:	THIS IS A BASKET.
		ETC.
BEGIN THE EXERCISE BY DEMONSTRATING:		
Take the ball and hold it up for the children to see. Now slowly place it into the box. Tell them:	T:	I'M PUTTING THE BALL IN THE BOX.
Now point at the box and say:	T:	I PUT THE BALL IN THE BOX.
Take the ball out of the box and say:	T:	I'M TAKING THE BALL FROM THE BOX.
Hold the ball up for the children to see, and pointing at it and the box, say:	T:	I TOOK THE BALL FROM THE BOX.

Instruction to the teacher	Speaker	Dialogue
Repeat the demonstration as given above:	T:	I'M PUTTING THE BALL IN THE BOX. ETC.
BEGIN THE REVIEW EXERCISE: Hand a child the ball. Tell him:	T:	(Name), PUT THE BALL IN THE BOX.
As he does so, model the sentence for him:	T: C:	Tell me: I'M PUTTING THE BALL IN THE BOX. I'M PUTTING THE BALL IN THE BOX.
Point at the child and say to the others:	T: GRP:	(Name), IS PUTTING THE BALL IN THE BOX. Repeat, please: (Name) IS PUTTING THE BALL IN THE BOX. (Name), IS PUTTING THE BALL IN THE BOX.
After the child has done so, point at the box and ask him.	T:	WHAT DID YOU DO?
Model the response for him immediately:	T: C:	Tell me: I PUT THE BALL IN THE BOX. I PUT THE BALL IN THE BOX.
Ask the others:	T:	WHAT DID (Name) DO?
Again, model the response immediately:	T: GRP:	Tell me: (Name), PUT THE BALL IN THE BOX. (Name), PUT THE BALL IN THE BOX.

Year 2
Week 4
Day 2
Page 4

Instruction to the teacher	Speaker	Dialogue
Point at the ball in the box and tell the child:	T:	(Name), TAKE THE BALL FROM THE BOX.
As he does, model this sentence for him:	T:	Tell me: I'M TAKING THE BALL FROM THE BOX.
	C:	I'M TAKING THE BALL FROM THE BOX.
Point at the child and say to the others:	T:	(Name), IS TAKING THE BALL FROM THE BOX. Repeat, please: (Name), IS TAKING THE BALL FROM THE BOX.
	GRP:	(Name), IS TAKING THE BALL FROM THE BOX.
After the child has done so, point at the ball and ask him:	T:	WHAT DID YOU DO?
Model the response for him immediately:	T:	Tell me: I TOOK THE BALL FROM THE BOX.
	C:	I TOOK THE BALL FROM THE BOX.
Point at the child and ask the others:	T:	WHAT DID (Name), DO?
Model the response immediately:	T:	Tell me: (Name) TOOK THE BALL FROM THE BOX.
	GRP:	(Name) TOOK THE BALL FROM THE BOX.
DEMONSTRATE AGAIN: Hold a sponge over the box. Tell the children as you perform the action.	T:	I'M DROPPING THE SPONGE INTO THE BOX.
Repeat the action:	T:	I'M DROPPING THE SPONGE INTO THE BOX.
Now point at the box and as you pantomime the action, say:	T:	I DROPPED THE SPONGE INTO THE BOX.

Instruction to the teacher	Speaker	Dialogue
Take the sponge from the box and say:	T:	I'M TAKING THE SPONGE FROM THE BOX.
Repeat the sequence:	T:	I'M DROPPING THE SPONGE INTO THE BOX.
	T:	I'M TAKING THE SPONGE FROM THE BOX.
Now point at the sponge, and pantomiming say:	T:	I TOOK THE SPONGE FROM THE BOX.
		ETC.
Repeat the demonstration as given above.		
BEGIN THE REVIEW EXERCISE:		
Hand a child the sponge and tell him:	T:	(Name), DROP THE SPONGE INTO THE BOX.
Before he does, stop him and ask:	T:	WHAT ARE YOU DOING?
Model the response:	T:	Tell me: I'M DROPPING THE SPONGE INTO THE BOX.
	C:	I'M DROPPING THE SPONGE INTO THE BOX.
Before you let the child do so, ask the group:	T:	WHAT'S (Name), DOING?
Model the response:	T:	Tell me: HE'S DROPPING THE SPONGE INTO THE BOX.
	GRP:	HE'S DROPPING THE SPONGE INTO THE BOX.
After the child has done so, ask him:	T:	WHAT DID YOU DO?
Model the response for him:	T:	Tell me: I DROPPED THE SPONGE INTO THE BOX.
	C:	I DROPPED THE SPONGE INTO THE BOX.

Instruction to the teacher	Speaker	Dialogue
Ask the group:	T:	What did (Name), do?
Model the response immediately.	T:	Tell me: He dropped the sponge into the box.
	GRP:	HE DROPPED THE SPONGE INTO THE BOX.
Point at the sponge in the box and tell the child:	T:	(Name), TAKE THE SPONGE FROM THE BOX.
Before the child does, ask him:	T:	What are you DOING?
Model the response:	T:	Tell me: I'M TAKING THE SPONGE FROM THE BOX.
	C:	I'M TAKING THE SPONGE FROM THE BOX.
Ask the group:	T:	WHAT'S (Name), DOING?
Model response, if necessary:	T:	Tell me: HE'S TAKING THE SPONGE FROM THE BOX.
Continue with the exercise as given above.		ETC.
Alternate the drill with these instructions:		[PUT / DROP / TAKE] THE [BALL / MARBLE / SPONGE / BEANBAG] [INTO / IN / FROM] THE [BASKET / BAG / BOX]
Alternate having the child respond, and having the group respond:	C:	I'M DROPPING THE BALL INTO THE BASKET.
	GRP:	HE'S DROPPING THE BALL INTO THE BASKET.
And also alternate between use of present progressive and the past tense:	T:	WHAT ARE YOU DOING?

Instruction to the teacher	Speaker	Dialogue
	C:	I'M TAKING THE SPONGE FROM THE BAG.
	T:	WHAT DID YOU DO?
	C:	I TOOK THE SPONGE FROM THE BAG.
Give every child several opportunities to participate individually, and involve him in all group responses as well.		
This review exercise is carried out exactly as was the first drill given above. The actions are these: ROLL THROW.		
Demonstrate the actions as before:		
Roll the ball into the box and say:	T:	I'M ROLLING THE BALL INTO THE BOX.
Take it out and repeat the action, saying:	T:	I'M ROLLING THE BALL INTO THE BOX.
Point at the ball in the box, and pantomiming the action again, say:	T:	I ROLLED THE BALL INTO THE BOX.
Give a child a ball and tell him:	T:	(Name), ROLL THE BALL INTO THE BOX.
Before child does, stop him and ask:	T:	WHAT ARE YOU DOING?
Model the response for him:	T:	Tell me: I'M ROLLING THE BALL INTO THE BOX.
	C:	I'M ROLLING THE BALL INTO THE BOX.

Year 2
Week 4
Day 2
Page 8

Instructions to the teacher	Speaker	Dialogue
Ask the others:	T:	WHAT'S (Name), DOING?
Model the response:	T:	Tell me: HE'S ROLLING THE BALL INTO THE BOX.
After the child has done so, ask him:	T:	WHAT DID YOU DO?
Model the response for him:	T:	Tell me: I ROLLED THE BALL INTO THE BOX.
	C:	I ROLLED THE BALL INTO THE BOX.
Ask the others:	T:	WHAT DID (Name), DO?
Model the response:	T:	Tell me: HE ROLLED THE BALL INTO THE BOX.
Repeat for others:		ETC.
DEMONSTRATE AGAIN:		
Hold the beanbag and pantomiming a throwing action, say:	T:	I'M THROWING THE BEANBAG INTO THE BASKET. I'M THROWING THE BEANBAG INTO THE BASKET.
After you have done so, point at the beanbag in the basket, and pantomiming say:	T:	I THREW THE BEANBAG INTO THE BASKET.
REPEAT:		
Hand a child the beanbag and tell him:	T:	(Name), THROW THE BEANBAG INTO THE BASKET.
Before he does, ask him:	T:	WHAT ARE YOU DOING.
Model response:	T:	Tell me: I'M THROWING THE BEANBAG INTO THE BASKET.

Instruction to the teacher	Speaker	Dialogue
Child will need help with this. Break the sentence between 'Beanbag' and 'into'.	C:	I'M THROWING THE BEANBAG/ INTO THE BASKET. ETC.
Continue with this exercise following the steps outlined in Review Part I above. Cover these variations:		[THROW / ROLL] THE [BALL / MARBLE / BEANBAG / SPONGE] [INTO / UNDER] THE [TABLE / BOX / BAG / BASKET] I'M [THROWING / ROLLING / ROLLED / THREW] THE ____ [INTO / UNDER] THE ____.

REVIEW PATTERNS: NP + VERB + NP + ADVERB (Directive)

Questions with interrogative WHERE? WHOSE?

Possession:
a) NOUN + ' + S
b) Possessive pronouns: MY, YOUR, HIS, HER.

Past tense forms of 'put', 'roll', 'throw', 'drop', 'give'.

NP + VERB + NP: Accusative + NP: Dative
VERB= 'give'.

Auxiliary: CAN

PART I: Ball, sponge, beanbag, marble, basket, box, bag.

PART II: Several of each: Balls, beanbags, pencils, marbles.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
You will need a ball, a sponge, a beanbag, a marble, a basket, a box and a bag. Have the containers lined up on the floor before the children.		
Hold up the sponge. Ask the children:	T:	WHERE CAN I PUT THE SPONGE?
Repeat the question:	T:	WHERE CAN I PUT THE SPONGE?
Model the response, if necessary:	T:	Tell me: YOU CAN PUT THE SPONGE IN THE _____.
	GRP:	YOU CAN PUT THE SPONGE IN THE _____.
Place it in, and then ask the children:	T:	WHERE DID I PUT THE SPONGE?
Model the response:	T:	Tell me: YOU PUT THE SPONGE IN THE _____.

Instruction to the teacher	Speaker	Dialogue
Give the sponge to a child. Let him play "teacher." Tell him to ask the others:	T:	Ask them: WHERE CAN I THROW THE SPONGE?
	C:	WHERE CAN I THROW THE SPONGE?
Model the response for the group if necessary:	T:	Tell him: YOU CAN THROW THE SPONGE IN THE BASKET.
	GRP:	YOU CAN THROW THE SPONGE IN THE BASKET.
After the child has done so, model the question for him?	T:	Ask them: WHERE DID I THROW THE SPONGE?
	C:	WHERE DID I THROW THE SPONGE?
Model the response for the group:	T:	Tell him: YOU THREW THE SPONGE INTO THE BASKET.
	GRP:	YOU THREW THE SPONGE INTO THE BASKET.
Call on another child to help you play teacher. Give him a ball. Tell him to ask the others:	T:	Ask them: WHERE CAN I ROLL THE BALL?
	C#2	WHERE CAN I ROLL THE BALL?
Offer some suggestions to the group; E.g., "under the table," into the box," "to Juan," etc. Model their response for them: e.g.	T:	Tell him: YOU CAN ROLL THE BALL <u>UNDER THE TABLE</u>.
	GRP:	YOU CAN ROLL THE BALL <u>UNDER THE TABLE</u>.
After the child has done so, model this for him:	T:	Ask them: WHERE DID I ROLL THE BALL?
	C#2	WHERE DID I ROLL THE BALL?

Instruction to the teacher	Speaker	Dialogue
Model the response for the children:	T:	Tell him: YOU ROLLED THE BALL UNDER THE TABLE.
	GRP:	YOU ROLLED THE BALL UNDER THE TABLE.
Call on another child to play "teacher." Give him an article as described above and Model one of these questions for him to ask of the others:	Example	Ask them: WHERE CAN I [THROW / DROP / ROLL / PUT] THE [BALL / SPONGE / MARBLE / BEANBAG]
And after he has done so, model the question in the past tense for him:	Example	Ask them: WHERE DID I THROW THE _____? DROP ETC.
And model the response for the group:	Example	Tell him: YOU [THREW / ROLLED / DROPPED / PUT] THE _____ [INTO / UNDER / IN] BE ___.
Call on each child at least twice to play role of "teacher." This type of exercise allows practice using question constructions in meaningful situations and care should be taken to see that everyone participates.		

PART II. SECOND REVIEW EXERCISE

Instruction to the teacher	Speaker	Dialogue
You will need several of each of the following: PENCILS MARBLES BALLS BEANBAGS		
Hold up one of the pencils. Tell the children:	T:	THIS IS MY PENCIL.
Clutch the pencil to your chest in a gesture of ownership as you say the possessive pronoun MY.		
Ask one of the children:	T:	DO YOU WANT A PENCIL?
Child indicates his wish, and you model the appropriate response for him, if necessary. E.g.,	T:	Tell me: YES, I DO. I WANT A PENCIL.
	C:	YES, I DO. I WANT A PENCIL.
Offer him one, and as you do, say:	T:	THEN I'LL GIVE YOU A PENCIL.
After you have done so, tell the others:	T:	I GAVE (Name) A PENCIL.
Point at the child, and pantomiming say:	T:	I GAVE (Name) A PENCIL
Ask the children:	T:	WHAT DID I GIVE (Name)?
Model the response for the children:	T:	Tell me: YOU GAVE (Name) A PENCIL.
	GRP:	YOU GAVE (Name) A PENCIL.

Instruction to the teacher	Speaker	Dialogue
Ask the child:	T:	WHAT DID I GIVE YOU?
	C:	A PENCIL.
Expand his response into a full sentence:	T:	YES! I DID! I GAVE YOU A PENCIL. Repeat, please: YOU GAVE ME A PENCIL.
	C:	YOU GAVE ME A PENCIL.
Hold up your pencil, and tell the children, again with a gesture of ownership as you pronounce the possessive:	T:	THIS IS MY PENCIL IT'S MY PENCIL.
Point at the child's pencil and tell the others:	T:	THIS IS MY PENCIL, AND THAT'S (Name's) PENCIL. THAT'S (Name's) PENCIL.
Hold up your pencil again and ask the children:	T:	WHOSE PENCIL IS THIS?
Model the response:	T:	Tell me: THAT'S YOUR PENCIL.
	GRP:	THAT'S YOUR PENCIL.
Point at the child's pencil and ask the others:	T:	WHOSE PENCIL IS THAT?
Model the response:	T:	Tell me: THAT'S (Name's) PENCIL.

Instruction to the teacher	Speaker	Dialogue
Repeat the children's response, substituting the possessive pronoun this time:	T:	YES! THAT'S (Name's) PENCIL. IT'S [HIS / HER] PENCIL. Repeat, please: IT'S [HIS / HER] PENCIL.
	GRP:	IT'S [HIS / HER] PENCIL.
Turn to the child. Hold up your pencil and ask him:	T:	WHOSE PENCIL IS THIS?
Model the response for him, if necessary:	T:	Tell me: THAT'S YOUR PENCIL.
	C:	THAT'S YOUR PENCIL.
Point at his pencil, and ask him:	T:	WHOSE PENCIL IS THAT?
Model the response for him, if necessary:	T:	Tell me: THIS IS MY PENCIL.
	C:	THIS IS MY PENCIL.
Ask him:	T:	WHO GAVE YOU THE PENCIL?
Model the response, if necessary:	T:	Tell me: YOU GAVE ME THE PENCIL.
	C:	YOU GAVE ME THE PENCIL.
Turn to the group:	T:	WHO GAVE (Name) THE PENCIL?
Model the repsonse, if necessary:	T:	Tell me: YOU GAVE (Name) THE PENCIL.

Instruction to the teacher	Speaker	Dialogue
	GRP:	YOU GAVE (Name) THE PENCIL.
	T:	YES! I GAVE (Name) THE PENCIL. IT'S HIS PENCIL.
Begin the exercise again with another item: Hold up one of the beanbags. Clutch it to yourself in a gesture of ownership as you tell the children:	T:	THIS IS MY BEANBAG. THIS IS MY BEANBAG.
Ask another child:	T:	DO YOU WANT A BEANBAG?
Child indicates whether he does or not, and you model the appropriate response for him, if necessary.	T:	Tell me: YES, I DO. I WANT A BEANBAG.
	C:	YES, I DO. I WANT A BEANBAG.
Offer him one and as you do, say:	T:	THEN I'LL GIVE YOU A BEANBAG.
Continue with this exercise as developed above. The steps are as follows:		
Use past tense of verb, give:		1. I GAVE (Name) A BEANBAG.
Ask question in past tense:		2. WHAT DID I GIVE (Name)?

Instruction to the teacher	Speaker	Dialogue
Ask the child question in past tense: Model the response: Use possessive pronouns: Use (S) possession formation: Ask the question with interrogative: WHOSE? Model the response: Use question to elicit possessive form again: Model response: Substitute possessive pronouns: Repeat this exercise with each child serving as focus of attention. Substitute items used in examples with others which are suggested above or whatever is handy.		4. WHAT DID I GIVE YOU? 5. YOU GAVE ME A BEANBAG. 6. THIS IS MY BEANBAG. 7. THAT'S (Name's) BEANBAG. 8. WHOSE BEANBAG IS THIS? 9. THAT'S YOUR BEANBAG. 10. WHOSE BEANBAG IS THAT? 11. THAT'S (Name's) BEANBAG. 12. YES! THAT'S (Name's) BEANBAG. IT'S [HIS / HER] BEANBAG.

REVIEW PATTERNS: NP + VERB + NP: Accusative + NP: [Dative / Benefactive]

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VERB: Give, Make, Draw.

Pronoun replacement of direct and indirect noun objects.
Possession.

REVIEW VOCABULARY OR FORMS: Square, circle, triangle.

MATERIALS NEEDED: Two dimensional geometric shapes (E.g. "Playskool" shapes or pieces from inlaid geometric puzzle)

Color crayons.

Paper.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Remind the children of the names of the shapes.		TRIANGLE CIRCLE SQUARE
Hold up one of the shapes. Tell the children:	T:	THIS IS MY CIRCLE. THIS IS MY CIRCLE.
Ask a child:	T:	DO YOU WANT A CIRCLE?
Child indicates whether he does or not, and you model the appropriate response, if necessary:	T:	Tell me: YES, I DO.
	C:	YES, I DO.
	T:	THEN I'LL MAKE YOU ONE.

Instruction to the teacher	Speaker	Dialogue
Place the circle on a sheet of paper and repeat.	T:	I CAN MAKE YOU A CIRCLE.
Begin tracing around the circle and repeat:		I CAN MAKE YOU A CIRCLE.
Tell the others: Use the present progressive form:	T:	I CAN MAKE (Name) A CIRCLE. I'M MAKING (Name) A CIRCLE.
Ask the group to repeat:	T:	Tell me: YOU'RE MAKING (Name) A CIRCLE.
	GRP:	YOU'RE MAKING (Name) A CIRCLE.
Repeat the sentence, this time substituting the indirect object with a pronoun.	T:	YES! I'M MAKING [HIM / HER] A CIRCLE.
		Repeat, please: YOU'RE MAKING [HIM / HER] A CIRCLE.
	GRP:	YOU'RE MAKING [HIM / HER] A CIRCLE.
Hold up the circle. Tell the children: Substitute indirect object with pronoun:	T:	I MADE (Name) A CIRCLE. I MADE [HIM / HER] A CIRCLE.
	T:	WHAT DID I DO?
Model the response:	T:	Tell me: YOU MADE (Name) A CIRCLE.
	GRP:	YOU MADE (Name) A CIRCLE.

Instruction to the teacher	Speaker	Dialogue
Reward the children for their response, and then repeat it, substituting a pronoun for the indirect object.	T:	YES! I MADE [HIM / HER] A CIRCLE. Repeat please: YOU MADE [HIM / HER] A CIRCLE.
	GRP:	YOU MADE [HIM / HER] A CIRCLE.
Ask the child, substituting a pronoun for the direct object:	T:	WHO DID I MAKE IT FOR? WHO DID I MAKE IT FOR?
Model the response:	T:	Tell me: YOU MADE IT FOR ME.
	C:	YOU MADE IT FOR ME.
Ask the others:	T:	WHO DID I MAKE IT FOR?
Model the response:	T:	Tell me: YOU MADE IT FOR (Name).
	GRP:	YOU MADE IT FOR (Name).
Offer the child the drawing, and tell him:	T:	THEN I'LL GIVE YOU THE CIRCLE. I MADE IT FOR YOU.
	T:	WHO GAVE IT TO YOU?
	C:	YOU.
Expand his response into a full sentence:	T:	YES! I DID. I GAVE YOU THE CIRCLE. Tell me: YOU GAVE ME THE CIRCLE.
	C:	YOU GAVE ME THE CIRCLE.
Ask the others:	T:	WHO GAVE HIM THE CIRCLE?

Instruction to the teacher	Speaker	Dialogue
	GRP:	YOU.
Expand his response into a full sentence:	T:	YES! I DID. I GAVE [HIM / HER] THE CIRCLE.
		Repeat, please: YOU GAVE [HIM / HER] THE CIRCLE.
	GRP:	YOU GAVE [HIM / HER] THE CIRCLE.
Continue with the exercise as outlined above. Alternately use the verb DRAW. E.g.	T:	1. THIS IS MY HOUSE. 2. DO YOU WANT A HOUSE? 3. I CAN DRAW YOU A HOUSE. 4. I'M DRAWING (Name) A HOUSE. 5. I DREW (Name) A HOUSE. 6. WHAT DID I DO? 7. YOU DREW (Name) A HOUSE. 8. I DREW [HIM / HER] A HOUSE. 9. WHO DID I DRAW IT FOR? 10. YOU DREW IT FOR [ME / NAME / HIM / HER] 11. WHO GAVE IT TO [YOU / HER / HIM / NAME] ? 12. YOU GAVE IT TO [ME / ETC.]

PART II: REINFORCEMENT

Instruction to the teacher	Speaker	Dialogue
Same drill essentially as part I, except individuals take your role.		
Give a child a shape. Tell him:	T:	THIS IS YOUR TRIANGLE.
Point at another child. Model the question:	T:	Ask him: DO YOU WANT A TRIANGLE?
	C#1	DO YOU WANT A TRIANGLE?
	C#2	YES, I DO.
Model this for Child #1:	T:	Tell him: I CAN MAKE YOU A TRIANGLE.
	C#1	I CAN MAKE YOU A TRIANGLE.
Ask the others:	T:	WHAT CAN HE DO?
And model the response:	T:	Tell me: HE CAN MAKE (Name) A TRIANGLE.
	GRP:	HE CAN MAKE (Name) A TRIANGLE.
Child does, and then he holds it up: Model this for him:	T:	Tell them: I MADE THIS TRIANGLE FOR (Name).
	C#1	I MADE THIS TRIANGLE FOR (Name).
To the group:	T:	YES! HE MADE IT FOR (Name). WHO DID HE MAKE IT FOR?
		Tell me: HE MADE IT FOR (Name).
	GRP:	HE MADE IT FOR (Name).

PART II: REINFORCEMENT

Instruction to the teacher	Speaker	Dialogue
Ask child #2:	T:	WHO DID HE MAKE IT FOR?
	C:	ME.
Expand the response into a full sentence:	T:	YES! HE MADE IT FOR YOU! Repeat, please: HE MADE IT FOR ME.
	C#2	HE MADE IT FOR ME.
To child #1:	T:	Tell him: YES! I MADE IT FOR YOU.
Tell the child to give it to the second child.	T:	THEN GIVE HIM THE TRIANGLE.
Child does, and you ask the recipient:	T:	WHO GAVE YOU THE TRIANGLE?
	C#2	HE DID.
Expand the response:	T:	YES, HE DID! Tell me: HE GAVE ME THE TRIANGLE.
	C#2	HE GAVE ME THE TRIANGLE.
To the group:	T:	WHO GAVE HIM THE TRIANGLE?
Model the response only if necessary:	T:	Tell me: (Name) GAVE HIM THE TRIANGLE.
Call on others. Alternately use the verbs. MAKE and DRAW as in Part I.	GRP:	(Name) GAVE HIM THE TRIANGLE.

REVIEW PATTERNS: NP + VERB + NP: Accusative + Adverb: Directive

VERB: Roll, throw, bounce.

PAST TENSE FORMS: Rolled, bounced

Pronoun Substitution for Direct object and for directive clause.

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MATERIALS NEEDED: A ball.

PART II EVALUATION: Beanbag, ball, sheet of paper, crayon, basket, two pencils.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Sit in a circle on the floor. Hold up the ball and say to the children:	T:	WHO WANTS THE BALL?
Select a child, and say:	T:	I CAN ROLL THE BALL TO (Name).
Do so, and say to them:	T:	I ROLLED THE BALL TO (Name). I ROLLED IT TO (Name).
		WHO DID I ROLL IT TO?
	GRP:	(Name).
Expand response into full sentence:	T:	YES, I DID. I ROLLED IT TO [HIM / HER].
		Repeat, plaease: YOU ROLLED IT TO [HIM / HER]
	GRP:	YOU ROLLED IT TO [HIM / HER].

Instruction to the teacher	Speaker	Dialogue
Ask the child who has the ball:	T:	WHO CAN YOU ROLL THE BALL TO?
	C:	(Name).
Expand his response:	T:	GOOD! Tell me: I CAN ROLL THE BALL TO (Name).
	C:	I CAN ROLL THE BALL TO (Name).
He does. Then model this question for the group to ask of the child:	T:	Ask him: WHO DID YOU ROLL THE BALL TO?
	GRP:	WHO DID YOU ROLL THE BALL TO?
Model the response for the child:	T:	Tell them: I ROLLED IT TO (Name).
	C#1	I ROLLED IT TO (Name).
Model this question for the group to ask of the recipient of the ball:	T:	Ask him: WHO ROLLED YOU THE BALL?
	GRP:	WHO ROLLED YOU THE BALL?
	C#2	HE DID.
	T:	YES, HE DID. HE ROLLED YOU THE BALL. Tell them: HE ROLLED ME THE BALL.
	C#2	HE ROLLED ME THE BALL.
Ask the child who has the ball:	T:	WHO CAN YOU ROLL THE BALL TO? ETC.

Year 2
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Instruction to the teacher	Speaker	Dialogue
Continue with the exercise as given above. After you have gone all around the group using the verb ROLL, then begin the exercise all over from the beginning, introducing the verbs THROW and BOUNCE in the same way that ROLL was introduced.		

PART II: EVALUATION

Year 2
Week 4
Day 5
Page 4

The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

Instructions to the teacher	Speaker	Item and response Student:	C= Correct ✓= Incorrect 1 2 3 4 5 6
ITEM 1 WEEK 4 DAY 2,3 You will need a ball and a basket for this item. Place the ball in basket. Then point at the ball and pantomime the action as you ask:	T:	WHAT DID I DO?	
Child must respond in past:	C:	[PUT IT IN THE BASKET. / PUT THE BALL THERE. / PUT THE BALL IN THE BASKET.]	
ITEM II WEEK 4 DAY 2,3 Tell the child to take the ball from the basket.	T:	TAKE THE BALL FROM THE BASKET.	
He does, and then you ask him:	T:	WHAT DID YOU DO?	
Child must respond in the past:	C:	[I TOOK IT OUT. / TOOK IT OUT. / I TOOK THE BALL FROM THE BASKET. / I TOOK IT FROM THE BASKET.]	
ITEM III WEEK 4 DAY 3 You will need two pencils for this item. a) Give the child a pencil. Keep one for yourself. Ask him as you hold up yours:	T:	WHOSE PENCIL IS THIS?	
	C:	[YOUR PENCIL. / THAT'S YOUR PENCIL. / (YOURS)]	
b) Point at his, and ask:	T:	WHO GAVE YOU THAT PENCIL?	
Child must respond	C:	[YOU / YOU DID.]	

Year 2
Week 4
Day 5
Page 5

EVALUATION (continued)

Instructions to the teacher	Speaker	Item and response Student:	C = Correct ✓ = Incorrect 1 2 3 4 5 6
ITEM IV Ask the child: WEEK 4 DAY 3 Child must respond:	T: T:	WHAT DID I GIVE YOU? A PENCIL YOU GAVE ME A PENCIL.	
ITEM V You will need a sheet of paper and a crayon for this item. WEEK 4 DAY 4 Draw a tree. Tell the child: When you have done so, hold it up and ask: Child should respond:	T: T: T: C:	 I CAN DRAW YOU A TREE. I CAN DRAW YOU A TREE. WHAT DID I DO? DREW A TREE. DREW A TREE.	
ITEM VI Ask the child: WEEK 4 DAY 4 Optional responses:	T: C:	WHO DID I DRAW IT FOR? WHO DID I DRAW IT FOR? FOR ME. ME. YOU DREW IT FOR ME.	

EVALUATION (Continued)

Year 2
Week 4
Day 5
Page 6

Instructions to the teacher	Speaker	Item and response — Student:	C= Correct ✓= Incorrect 1 2 3 4 5 6
ITEM VII WEEK 4 DAY 5 You will need a beanbag for this item.			
Tell the child:	T:	I CAN THROW YOU THE BEANBAG.	
Do so, then ask:	T:	WHO DID I THROW IT TO?	
Optional responses:	C:	[TO ME. / ME. / YOU THREW IT TO ME.]	
ITEM VIII WEEK 4 DAY 5 You will need a ball for this item.			
a) Give the ball to the child. Tell him:	T:	ROLL ME THE BALL.	
	C:	(Must do as asked.)	
b) Tell him:	T:	ROLL THE BALL UNDER THE TABLE.	
	C:	(Must do as asked.)	
ITEM IX WEEK 4 DAY 5 Ask him when he has rolled the ball under the table:	T:	WHAT DID YOU DO?	
	C:	[ROLLED THE BALL. / ROLLED THE BALL UNDER THE TABLE.]	
Then ask him:	T:	WHERE DID YOU ROLL IT?	
	C:	[UNDER THE TABLE. / I ROLLED IT UNDER THE TABLE.]	

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ENGLISH COMPONENT
YEAR II
WEEK V

RECEIVED
JAN 19 1972
C.R.I.C.

OBJECTIVES

The language patterns and processes which were taught during the first year of English instruction have been reviewed during the preceding four weeks. Beginning with this week, new materials are introduced. As always, each new pattern or new process is taught in the context of familiar vocabulary and constructions which the children have already learned throughly. In addition to new materials, a number of old patterns are reviewed.

1. Sentence pattern: NP + (Aux) Verb Transitive + NP + Adverb: Instrumental

   Verb transitive: paint, write, fill-in, draw.

2. Auxiliary verb: Can

3. Word questions: WHO? WHAT? Involving instrumental clauses:

   What can you draw a circle with?
   Who is drawing a circle with a pencil?
   What can you do with a pencil?
   What can you draw with a pencil?

4. Instrumental clauses:

   He can draw a circle <u>with a crayon</u>.
   He can fill in the square <u>with a pencil</u>.

5. Regular and irregular formation of past tense:

   Paint-painted, draw-drew, write-wrote, fill-in-filled-in.

6. Expression of futurity with BE + GOING TO + VERB construction.

   I'm going to draw a circle with the pencil.
   He's going to stand on the paper.

7. YES-NO questions and responses.

8. Adjective in attributive position in Noun phrase.

Year 2
Week 5
Day 1

REVIEW DAY

INDICATE THE NUMBER OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK.

Item 1 _____ Item 4 _____ Item 7 _____

Item 2 _____ Item 5 _____ Item 8 _____

Item 3 _____ Item 6 _____ Item 9 _____

Which drills or exercises did you repeat on the basis of this evaluation?

List the patterns you reviewed and the activities you used for each.

Did the children who were having difficulties previously appear to understand better after the review?

REVIEW PATTERNS: NP + VP + NP
Vocabulary: pencil, pen, crayon, scissors, knife, circle, dot, paper, draw, cut.

Year 2
Week 5
Day 2
Page 1

NEW PATTERNS: Instrumental (with _____)
Adjective in attributive position.

NEW VOCABULARY OR FORMS: Fill-in.

MATERIALS NEEDED: Colored pencils, crayons, pens, paper; toy scissors and knife.

NOTE: Be sure to use toy scissors and knife for safety.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
DEMONSTRATE:		
Have materials at hand. Hold up a pencil and say:	T:	THIS IS A PENCIL.
Hold up a sheet of paper and say:	T:	I CAN DRAW A CIRCLE WITH THIS PENCIL.
Draw the circle and hold up the paper.	T:	SEE THE CIRCLE? I CAN DRAW A CIRCLE WITH THIS PENCIL.
Hold up a pen and say:	T:	THIS IS A PEN.
Hold up paper and say:	T:	I CAN DRAW A CIRCLE WITH THIS PEN.
Draw the circle and hold up the paper. Say:	T:	SEE THE CIRCLE? I CAN DRAW A CIRCLE WITH THIS PEN.
Hold up a crayon and say:	T:	THIS IS A CRAYON.
Hold up paper and say:	T:	I CAN DRAW A CIRCLE WITH THIS CRAYON.
Draw the circle and hold up the paper.	T:	SEE THE CIRCLE? I CAN DRAW A CIRCLE WITH THIS CRAYON.
Call on a child. Tell him:	T:	(Name), YOU CAN DRAW A CIRCLE WITH THIS PENCIL.

Instructions to the teacher	Speaker	Exchange
Have him say: (If the sentence must be broken up for repetition, break after "Circle".)	T:	Tell me: I CAN DRAW A CIRCLE WITH THIS PENCIL.
Have the group say: (Be sure the group says "THE" and not "THIS".)	T:	Tell me: [HE / SHE] CAN DRAW A CIRCLE WITH THE PENCIL.
	GRP:	[HE / SHE] CAN DRAW A CIRCLE WITH THE PENCIL.
Have the child draw the circle. Then say:	T:	Tell me: I CAN DRAW A CIRCLE WITH THIS PENCIL.
	C:	I CAN DRAW A CIRCLE WITH THIS PENCIL.
Call on another child. Say: (Use pen this time)	T:	(Name), YOU CAN DRAW A CIRCLE WITH THIS PEN.
Have him say:	T:	Tell me: I CAN DRAW A CIRCLE WITH THIS PEN.
	C:	I CAN DRAW A CIRCLE WITH THIS PEN.
Have the group say:	T:	Tell me: [HE / SHE] CAN DRAW A CIRCLE WITH THE PEN.
	GRP:	[HE / SHE] CAN DRAW A CIRCLE WITH THE PEN.
Have the child draw the circle. Then have him say:	T:	Tell me: I CAN DRAW A CIRCLE WITH THIS PEN.
	C:	I CAN DRAW A CIRCLE WITH THIS PEN.

Year 2
Week 5
Day 2
Page 3

Instructions to the teacher	Speaker	Exchange
Call on another child. Use the crayon. Say:	T:	(Name), YOU CAN DRAW A CIRCLE WITH THIS CRAYON.
Have him say:	T:	Tell me: I CAN DRAW A CIRCLE WITH THIS CRAYON.
	C:	I CAN DRAW A CIRCLE WITH THIS CRAYON.
Have the group say:	T:	Tell me: [HE / SHE] CAN DRAW A CIRCLE WITH THE CRAYON.
	GRP:	[HE / SHE] CAN DRAW A CIRCLE WITH THE CRAYON.
Have the child draw the circle. Then have him say:	T:	Tell me: I CAN DRAW A CIRCLE WITH THIS CRAYON.
	C:	I CAN DRAW A CIRCLE WITH THIS CRAYON.
DEMONSTRATE:		
Hold up one of the finished circles in one hand and a pencil in the other. Say:	T:	I CAN FILL IN THE CIRCLE WITH THIS PENCIL.
Fill in the circle. Hold up and say:	T:	I CAN FILL IN THE CIRCLE WITH THIS PENCIL.
Hold up another circle and a crayon. Say:	T:	I CAN FILL IN THE CIRCLE WITH THIS CRAYON.
Fill in the circle. Hold up and say:	T:	I CAN FILL IN THE CIRCLE WITH THIS CRAYON.
Hold up another circle and a pen. Say:	T:	I CAN FILL IN THE CIRCLE WITH THIS PEN.
Fill in the circle. Hold up and say:	T:	I CAN FILL IN THE CIRCLE WITH THIS PEN.
Call on a child. Hand him a finished circle and a pencil. Tell him:	T:	(Name), YOU CAN FILL IN THE CIRCLE WITH THIS PENCIL.

Instructions to the teacher	Speaker	Exchange
Have him say:	T:	Tell me: I CAN FILL IN THE CIRCLE WITH THIS PENCIL.
	C:	I CAN FILL IN THE CIRCLE WITH THIS PENCIL.
Have the group say:	T:	Tell me: [HE / SHE] CAN FILL IN THE CIRCLE WITH THE PENCIL
	GRP:	[HE / SHE] CAN FILL IN THE CIRCLE WITH THE PENCIL.
Have the child fill in the circle. Then have him say:	T:	Tell me: I CAN FILL IN THE CIRCLE WITH THIS PENCIL.
	C:	I CAN FILL IN THE CIRCLE WITH THIS PENCIL.
Call on another child. Hand him a finished circle and a pen. Say:	T:	(Name), YOU CAN FILL IN THE CIRCLE WITH THIS PEN.
	T:	Tell me: I CAN FILL IN THE CIRCLE WITH THIS PEN.
	C:	I CAN FILL IN THE CIRCLE WITH THIS PEN.
Have the group say:	T:	Tell me: [HE / SHE] CAN FILL IN THE CIRCLE WITH THE PEN
	GRP:	[HE / SHE] CAN FILL IN THE CIRCLE WITH THE PEN.
Have the child fill in the circle. Then have him say:	T:	Tell me: I CAN FILL IN THE CIRCLE WITH THIS PEN.

Instructions to the teacher	Speaker	Exchange
	C:	I CAN FILL IN THE CIRCLE WITH THIS PEN.
Repeat with another child, using the crayon.		
DEMONSTRATE:		
Hold up a pencil and a sheet of paper. Say:	T:	I CAN MAKE A DOT WITH THIS PENCIL.
Make the dot. Hold up and say:	T:	SEE THE DOT? I CAN MAKE A DOT WITH THIS PENCIL.
Next use the crayon. Say:	T:	I CAN MAKE A DOT WITH THIS CRAYON.
Make the dot. Hold up and say:	T:	SEE THE DOT? I CAN MAKE A DOT WITH THIS CRAYON.
Repeat, using the pen.		
Call on a child. Say:	T:	(Name), YOU CAN MAKE A DOT WITH THIS PENCIL.
Have him say:	T:	Tell me: I CAN MAKE A DOT WITH THIS PENCIL.
	C:	I CAN MAKE A DOT WITH THIS PENCIL.
Have the group say:	T:	Tell me: [HE / SHE] CAN MAKE A DOT WITH THE PENCIL.
	GRP:	[HE / SHE] CAN MAKE A DOT WITH THE PENCIL
Have the child make the dot. Say:	T:	Tell me: I CAN MAKE A DOT WITH THIS PENCIL.
Repeat with another child using the pen. Then repeat with a third child using the crayon.	C:	I CAN MAKE A DOT WITH THIS PENCIL.

Instructions to the teacher	Speaker	Exchange
DEMONSTRATE:		
Take one of the finished circles and the scissors. Hold up the scissors and say:	T:	THESE ARE SCISSORS.
Hold up the paper and scissors. Say:	T:	I CAN CUT THE PAPER WITH THESE SCISSORS.
Cut out the circle. Hold up and say:	T:	SEE? I CAN CUT THE PAPER WITH THESE SCISSORS.
Fold a blank sheet of paper.		
Hold up the knife. Say:	T:	I CAN CUT THE PAPER WITH THIS KNIFE.
Cut the fold. Hold up the paper and the knife and say:	T:	SEE? I CAN CUT THE PAPER WITH THIS KNIFE.
Call on a child. Say:	T:	(Name), YOU CAN CUT THE PAPER WITH THIS SCISSORS.
Give him a finished circle and the scissors. Have him say:	T:	Tell me: I CAN CUT THE PAPER WITH THESE SCISSORS.
	C:	I CAN CUT THE PAPER WITH THESE SCISSORS.
Have the group say:	T:	Tell me: [HE / SHE] CAN CUT THE PAPER WITH THE SCISSORS.
	GRP:	[HE / SHE] CAN CUT THE PAPER WITH THE SCISSORS.
Have the child cut out the circle. Have him say:	T:	Tell me: I CAN CUT THE PAPER WITH THESE SCISSORS.
	C:	I CAN CUT THE PAPER WITH THESE SCISSORS.

Instructions to the teacher	Speaker	Exchange
	C:	I CAN CUT THE PAPER WITH THESE SCISSORS.
Call on another child. Say:	T:	(Name), YOU CAN CUT THE PAPER WITH THIS KNIFE.
Give him a folded paper and a knife. Have him say:	T:	Tell me: I CAN CUT THE PAPER WITH THIS KNIFE.
	C:	I CAN CUT THE PAPER WITH THIS KNIFE.
Have the group say:	T:	Tell me: [HE / SHE] CAN CUT THE PAPER WITH THE KNIFE.
	GRP:	[HE / SHE] CAN CUT THE PAPER WITH THE KNIFE.
Have the child cut the paper. Have him say:	T:	Tell me: I CAN CUT THE PAPER WITH THIS KNIFE.
	C:	I CAN CUT THE PAPER WITH THIS KNIFE.

PART II. REINFORCEMENT

Instructions to the teacher	Speaker	Exchange
DEMONSTRATE:		
Have ready red, green, and blue pencils. Hold up a red pencil and a sheet of paper. Say:	T:	I CAN DRAW A CIRCLE WITH THE RED PENCIL.
Draw the circle. Hold it up and say:	T:	IT'S A RED CIRCLE.
Hold up a green pencil and say:	T:	I CAN DRAW A CIRCLE WITH THE GREEN PENCIL.
Draw the circle. Hold it up and say:	T:	IT'S A GREEN CIRCLE.
Repeat with a blue pencil.		
Call on a child. Say:	T:	(Name), YOU CAN DRAW A CIRCLE WITH THE RED PENCIL.
Have him say:	T:	Tell me: I CAN DRAW A CIRCLE WITH THE RED PENCIL.
	C:	I CAN DRAW A CIRCLE WITH THE RED PENCIL.
Have the group say:	T:	Tell me: [HE / SHE] CAN DRAW A CIRCLE WITH THE RED PENCIL.
	GRP:	[HE / SHE] CAN DRAW A CIRCLE WITH THE RED PENCIL.
Have him draw the circle and hold it up. Say:	T:	Tell me: IT'S A RED CIRCLE.
	C:	IT'S A RED CIRCLE.
Call on another child and use a green pencil; then call on another child and use a blue pencil.		

Instructions oto the teacher	Speaker	Exchange
DEMONSTRATE Hold up a green pencil. Say:	T:	I CAN MAKE A DOT WITH THE GREEN PENCIL.
Make a large dot. Hold it up and say:	T:	IT'S A GREEN DOT.
Hold up a blue pencil. Say:	T:	I CAN MAKE A DOT WITH THE BLUE PENCIL.
Make the dot. Hold it up and say:	T:	IT'S A BLUE DOT.
Repeat with the red pencil.		
Call on a child. Say:	T:	(Name), YOU CAN MAKE A DOT WITH THE BLUE PENCIL.
Have him say:	T:	Tell me: I CAN MAKE A DOT WITH THE BLUE PENCIL.
	C:	I CAN MAKE A DOT WITH THE BLUE PENCIL.
Have the group say:	T:	Tell me: [HE / SHE] CAN MAKE A DOT WITH THE BLUE PENCIL.
	GRP:	[HE / SHE] CAN MAKE A DOT WITH THE BLUE PENCIL.
Have him make the dot and hold it up. Have him say:	T:	Tell me: IT'S A BLUE DOT.
	C:	IT'S A BLUE DOT.
Repeat with other children using the red and green pencils.		

REVIEW PATTERNS: Instrumental Clauses
Past Tense of Verbs: DRAW-DREW, CUT-CUT, PAINT-PAINTED, WRITE-WROTE.
What, Who questions

Year 2
Week 5
Day 3
Page 1

NEW PATTERNS: Expression of futurity with BE + GOING TO + VERB Construction

NEW VOCABULARY OR FORMS: Paint, write.

MATERIALS NEEDED: Red, green and blue crayons; red paint; paper; toy scissors and knife; pencils and pens; brushes for paint

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
DEMONSTRATE:		
Say to the children, holding up a pencil: See whether children can remember previous day's activities. If necessary, model the response:	T:	WHAT CAN I DO WITH THIS PENCIL?
	T:	Tell me: YOU CAN [DRAW A CIRCLE / MAKE A DOT ___] WITH THE PENCIL.
	GRP:	YOU CAN [DRAW A CIRCLE / MAKE A DOT ___] WITH THE PENCIL
Get both responses from the children:		
Have a child play teacher. Tell him: (Give him a pair of toy scissors)	T:	Ask them: WHAT CAN I DO WITH THESE SCISSORS?
	C:	WHAT CAN I DO WITH THESE SCISSORS?
If necessary, model the response:	T:	Tell him: YOU CAN CUT THE PAPER WITH THE SCISSORS.
	GRP:	YOU CAN CUT THE PAPER WITH THE SCISSORS.
Have the child cut the paper. Then say:	T:	Tell them: I CAN CUT THE PAPER WITH THESE SCISSORS.
	C:	I CAN CUT THE PAPER WITH THESE SCISSORS.

Instructions to the teacher	Speaker	Exchange
Ask the group:	T:	WHAT CAN [HE / SHE] DO WITH THE SCISSORS?
If necessary, model the response:	T:	Tell me [HE / SHE] CAN CUT THE PAPER WITH THE SCISSORS.
	GRP:	[HE / SHE] CAN CUT THE PAPER WITH THE SCISSORS.
Call on another child. Give him a crayon. Tell him:	T:	Ask them: WHAT CAN I DO WITH THIS CRAYON?
If necessary, model the response:	T:	Tell him: YOU CAN [DRAW A CIRCLE / MAKE A DOT___] WITH THE CRAYON.
	GRP:	YOU CAN [DRAW A CIRCLE / MAKE A DOT ___] WITH THE CRAYON.
	C:	I CAN [DRAW A CIRCLE / MAKE A DOT___] WITH THIS CRAYON.
Ask the group:	T:	WHAT CAN [HE / SHE] DO WITH THE CRAYON?
If necessary, model the response:	T:	Tell me: [HE / SHE] CAN [DRAW A CIRCLE / MAKE A DOT___] WITH THE CRAYON.
	GRP:	[HE / SHE] CAN [DRAW A CIRCLE / MAKE A DOT___] WITH THE CRAYON.
Repeat the above drill with each instrument used the previous day: pen, knife, pencil, crayon, scissors. Be sure each child has a chance to "Play teacher".		

Instructions to the teacher	Speaker	Exchange
DEMONSTRATE:		
Take a sheet of paper and a green crayon. Hold up the crayon and say:	T:	I'M GOING TO DRAW A TREE WITH THE GREEN CRAYON.
Draw the tree. Then say:	T:	I DREW THE TREE WITH THE GREEN CRAYON.
Now say:	T:	I'M GOING TO COLOR THE TREE WITH THE GREEN CRAYON.
Color the tree. Then say:	T:	I COLORED THE TREE WITH THE GREEN CRAYON.
Ask the children:	T:	WHAT DID I COLOR THE TREE WITH?
If necessary, model the response:	T:	Tell me: YOU COLORED THE TREE WITH THE GREEN CRAYON.
	GRP:	YOU COLORED THE TREE WITH THE GREEN CRAYON.
Now call on a child. Give him a red crayon. Say:	T:	YOU CAN DRAW A TREE WITH THE RED CRAYON.
Before he begins, tell him:	T:	Tell them: I'M GOING TO DRAW A TREE WITH THE RED CRAYON.
	C:	I'M GOING TO DRAW A TREE WITH THE RED CRAYON.
Before he begins, say to the group:	T:	[HE'S / SHE'S] GOING TO DRAW A TREE WITH THE RED CRAYON.
	T:	Repeat, please: [HE'S / SHE'S] GOING TO [DRAW A TREE WITH / THE RED CRAYON.]
	GRP:	[HE'S / SHE'S] GOING TO DRAW A TREE WITH THE RED CRAYON.

Year 2
Week 5
Day 3
Page 4

Instructions to the teacher	Speaker	Exchange
After the child finishes drawing the tree, ask him:	T:	WHAT DID YOU DRAW WITH THE RED CRAYON?
Model the response:	T:	Tell me: I DREW A TREE WITH THE RED CRAYON.
	C:	I DREW A TREE WITH THE RED CRAYON.
Ask the group:	T:	WHAT DID [HE / SHE] DRAW THE TREE WITH?
Model the response:	T:	Tell me: [HE / SHE] DREW THE TREE WITH THE RED CRAYON.
	GRP:	[HE / SHE] DREW THE TREE WITH THE RED CRAYON.
Call on another child. Give him a blue crayon. Tell him:	T:	YOU CAN DRAW A HOUSE WITH THE BLUE CRAYON.
Before he begins, tell him:	T:	Tell them: I'M GOING TO DRAW A HOUSE WITH THE BLUE CRAYON.
	C:	I'M GOING TO DRAW A HOUSE WITH THE BLUE CRAYON.
Before he begins, say to the group:	T:	[HE'S / SHE'S] GOING TO DRAW A HOUSE WITH THE BLUE CRAYON.
	T:	Repeat, please: [HE'S / SHE'S] GOING TO [DRAW A HOUSE WITH / THE BLUE CRAYON.]
	GRP:	[HE'S / SHE'S] GOING TO DRAW A HOUSE WITH THE BLUE CRAYON.
After he finishes, ask him:	T:	WHAT DID YOU DRAW WITH THE BLUE CRAYON?

Instructions to the teacher	Speaker	Exchange
If necessary, model the response:	T:	Tell me: I DREW A HOUSE WITH THE BLUE CRAYON
	C:	I DREW A HOUSE WITH THE BLUE CRAYON.
Ask the group::	T:	WHAT DID [HE / SHE] DRAW WITH THE BLUE CRAYON?
If necessary, model the response:	T:	Tell me: [HE / SHE] DREW A HOUSE WITH THE BLUE CRAYON.
	GRP:	[HE / SHE] DREW A HOUSE WITH THE BLUE CRAYON
DEMONSTRATE:		
Use paint and a brush. Hold up the brush and say:	T:	I'M GOING TO PAINT AN APPLE WITH THIS BRUSH.
Paint the apple. Hold it up and say:	T:	I PAINTED AN APPLE WITH THE BRUSH.
Now say:	T:	I'M GOING TO PAINT A CAR WITH THIS BRUSH.
Paint the car. Hold it up and say:	T:	I PAINTED A CAR WITH THE BRUSH.
Now say:	T:	I'M GOING TO PAINT A FLOWER WITH THIS BRUSH.
Paint the flower. Hold it up and say:	T:	I PAINTED A FLOWER WITH THE BRUSH.
Now give the brush to a child. Tell him:	T:	YOU CAN PAINT AN APPLE WITH THIS BRUSH.
Before he begins, tell him:	T:	Tell them: I'M GOING TO PAINT AN APPLE WITH THIS BRUSH.
	C:	I'M GOING TO PAINT AN APPLE WITH THIS BRUSH.

Instructions to the teacher	Speaker	Exchange
Before he begins, tell the group:	T:	[HE'S / SHE'S] GOING TO PAINT AN APPLE WITH THE BRUSH.
	T:	Repeat, please. [HE'S / SHE'S] GOING TO [PAINT AN APPLE WITH THE BRUSH.]
	GRP:	[HE'S / SHE'S] GOING TO PAINT AN APPLE WITH THE BRUSH.
↳ After he finishes, ask him:	T:	WHAT DID YOU PAINT WITH THE BRUSH?
Model the response if necessary:	T:	Tell me: I PAINTED AN APPLE WITH THE BRUSH.
	C:	I PAINTED AN APPLE WITH THE BRUSH.
	T:	WHAT DID [HE / SHE] PAINT WITH THE BRUSH?
Model the response if necessary:	T:	Tell me: [HE / SHE] PAINTED AN APPLE WITH THE BRUSH.
	GRP:	[HE / SHE] PAINTED AN APPLE WITH THE BRUSH.
Repeat this drill with every child. Have them use either crayons or brushes and draw or paint a house, a car, a flower, a box, a tree, an apple, etc.		

PART II. REINFORCEMENT

Instructions to the teacher	Speaker	Exchange
Save the pictures that the children have drawn. As each child finishes, jot his name down on the back of the picture. Now hold up the first picture and say:	T:	WHO DREW THIS HOUSE?
If necessary, model the response:	T:	Tell me: (Name) DREW THE HOUSE.
	GRP:	(Name) DREW THE HOUSE.
Have the child come up. Ask him:	T:	WHO DREW THIS HOUSE?
If necessary, model the response:	T:	Tell me: I DREW THE HOUSE.
	C:	I DREW THE HOUSE.
Ask him:	T:	WHAT DID YOU DRAW THE HOUSE WITH?
If necessary, model the response:	T:	Tell me: I DREW THE HOUSE WITH [A CRAYON. / THE BLUE CRAYON.]
	C:	I DREW THE HOUSE WITH [A CRAYON. / THE BLUE CRAYON.]
Tell him:	T:	Ask them: WHAT DID I DRAW THE HOUSE WITH?
	C:	WHAT DID I DRAW THE HOUSE WITH?
Model the response:	T:	Tell him: YOU DREW THE HOUSE WITH [A CRAYON. / THE BLUE CRAYON.]
	GRP:	YOU DREW THE HOUSE WITH [A CRAYON. / THE BLUE CRAYON.]

Instructions to the teacher	ASpeaker	Exchange
Tell the child:	T:	I'M GOING TO PUT YOUR NAME ON YOUR PICTURE.
Tell the group:		I CAN WRITE (Name)'S NAME.
Write his name on the picture.		
Hold up another picture. Say:	T:	WHO PAINTED THIS APPLE?
If necessary, model the response:	T:	Tell me: (Name) PAINTED THE APPLE.
	GRP:	(Name) PAINTED THE APPLE.
Have the child come up. Ask him:	T:	WHO PAINTED THIS APPLE?
If necessary, model the response:	T:	Tell me: I PAINTED THE APPLE WITH A BRUSH.
	C:	I PAINTED THE APPLE WITH A BRUSH.
Tell him:	T:	Ask them: WHAT DID I PAINT THE APPLE WITH?
Model the response if necessary:	T:	Tell him: YOU PAINTED THE APPLE WITH A BRUSH.
	GRP:	YOU PAINTED THE APPLE WITH A BRUSH.
Tell him:	T:	I'M GOING TO PUT YOUR NAME ON YOUR PICTURE.
Tell the group:	T:	I CAN WRITE (Name)'S NAME.
Write his name on the picture.		
Repeat with each child.		

Year 2
Week 5
Day 4
Page 1

REVIEW PATTERNS: Possessive Pronouns: MY, YOUR, HIS, HER.
Expression of Future with BE + GOING TO + VERB. construction.
Past Tense: Irregualr and Regular Verb.

NEW PATTERNS: Questions in Past Tense involving Instrumental Clauses.

NEW VOCABULARY OR FORMS: Comb, brush, file, clip (Verbs)
Comb, brush, file, clippers (Nouns)

MATERIALS NEEDED: Pencils and paper, hairbrush, toothbrush, clothes brush, fingernail brush; comb, fingernail file, nail clippers, manicure scissors.

NOTE: Be sure that the scissors, file and clippers are harmless "toy" instruments and that all actions with all the instruments are make believe actions.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Hold up a pencil and paper. Say:	T:	I'M GOING TO WRITE MY NAME ON THE PAPER.
Print your name. Hold it up and say:	T:	THIS IS MY NAME.
	T:	I WROTE MY NAME ON THE PAPER.
Give the pencil and paper to a child.		
Tell him:	T:	(Name), YOU CAN WRITE YOUR NAME ON THE PAPER.
Before he begins, tell him:	T:	Tell them: I'M GOING TO WRITE MY NAME ON THE PAPER.
	C:	I'M GOING TO WRITE MY NAME ON THE PAPER.
Before he begins, tell the group:	T:	Tell me: [HE'S / SHE'S] GOING TO WRITE [HIS / HER] NAME ON THE PAPER.
	GRP:	[HE'S / SHE'S] GOING TO WRITE [HIS / HER] NAME ON THE PAPER.

Instructions to the teacher	Speaker	Exchange
Ask the child:	T:	WHAT DID YOU WRITE ON THE PAPER?
Model the response:	T:	Tell me: I WROTE MY NAME ON THE PAPER.
	C:	I WROTE MY NAME ON THE PAPER.
Tell him:	T:	Ask them: WHAT DID I WRITE ON THE PAPER?
	C:	WHAT DID I WRITE ON THE PAPER?
Model the response:	T:	Tell him: YOU WROTE YOUR NAME ON THE PAPER.
Ask the group:	T:	WHAT DID [HE / SHE] WRITE ON THE PAPER?
If necessary, model the response:	T:	Tell me: [HE / SHE] WROTE [HIS / HER] NAME ON THE PAPER.
	GRP:	[HE / SHE] WROTE [HIS / HER] NAME ON THE PAPER.
Ask the group:	T:	WHAT DID [HE / SHE] WRITE [HIS / HER] NAME WITH?
If necessary, model the response:	T:	Tell me: [HE / SHE] WROTE [HIS / HER] NAME WITH A PENCIL.
	GRP:	[HE / SHE] WROTE [HIS / HER] NAME WITH A PENCIL.
Repeat this exercise with every child, helping each one to write his name and asking all the above questions.		

Instructions to the teacher	Speaker	Exchange
DEMONSTRATE:		
Hold up the comb. Tell the children:	T:	THIS IS A COMB.
	T:	I'M GOING TO COMB MY HAIR WITH THE COMB.
Pantomime the action. Then say:	T:	I COMBED MY HAIR WITH THE COMB.
Point to your hair as you say "HAIR". and to the comb as you say "COMB."		
Hold up the hairbrush. Tell them:	T:	THIS IS A BRUSH.
	T:	I'M GOING TO BRUSH MY HAIR WITH THE BRUSH.
Pantomime the action. Then say:	T:	I BRUSHED MY HAIR WITH THE BRUSH.
Hold up the nailbrush. Tell them:	T:	THIS IS A BRUSH.
	T:	I'M GOING TO BRUSH MY NAILS WITH THE BRUSH.
Pantomime the action. Then say:	T:	I BRUSHED MY NAILS WITH THE BRUSH.
Repeat with the clothesbrush and the toothbrush.		
Give a child one of the brushes (for example, the fingernail brush). Tell him:	T:	YOU CAN BRUSH YOUR NAILS WITH THE BRUSH.
Before he begins, tell him:	T:	Tell me: I'M GOING TO BRUSH MY NAILS WITH THE BRUSH.
Break up the sentence into logical pieces for repetition: I'm going to/ brush my nails/ with the brush.	C:	I'M GOING TO BRUSH MY NAILS WITH THE BRUSH.

Instructions to the teacher	Speaker	Exchange
After he finishes, ask him:	T:	WHAT DID YOU DO WITH THE BRUSH?
Model the response:	T:	Tell me: I BRUSHED MY NAILS WITH THE BRUSH.
	C:	I BRUSHED MY NAILS WITH THE BRUSH.
Tell him:	T:	Ask them: WHAT DID I DO WITH THE BRUSH?
	C:	WHAT DID I DO WITH THE BRUSH?
Model the response:	T:	Tell him: YOU BRUSHED YOUR NAILS WITH THE BRUSH.
	GRP:	YOU BRUSHED YOUR NAILS WITH THE BRUSH.
Repeat with every child, giving each one a different brush or the comb. Be sure that each one only pantomimes the action.		
PART II. REINFORCEMENT		
DEMONSTRATE:		
Hold up the fingernail clippers. Say:	T:	THESE ARE CLIPPERS.
	T:	I'M GOING TO CLIP MY NAILS WITH THE CLIPPERS.
Pantomime the action. Then say:	T:	I CLIPPED MY NAILS WITH THE CLIPPERS.
Hold up the fingernail file. Say:	T:	THIS IS A FILE.
	T:	I'M GOING TO FILE MY NAILS WITH THE FILE.

Instructions to the teacher	Speaker	Exchange
Pantomime the action. Then say:	T:	I FILED MY NAILS WITH THE FILE.
Hold up the manicure scissors. Say:	T:	THESE ARE SCISSORS.
	T:	I'M GOING TO CUT MY NAILS WITH THE SCISSORS.
Pantomime the action. Then say:	T:	I CUT MY NAILS WITH THE SCISSORS.
Give a child one of the instruments.		
Tell him:	T:	YOU CAN FILE YOUR NAILS WITH THE FILE.
Before he begins, tell him:	T:	Tell me: I'M GOING TO FILE MY NAILS WITH THE FILE.
	C:	I'M GOING TO FILE MY NAILS WITH THE FILE.
After he finishes, ask him:	T:	WHAT DID YOU DO WITH THE FILE?
Model the response:	T:	Tell me: I FILED MY NAILS WITH THE FILE.
	C:	I FILED MY NAILS WITH THE FILE.
Tell him:	T:	Ask them: WHAT DID I DO WITH THE FILE?
	C:	WHAT DID I DO WITH THE FILE?
Model the response;	T:	Tell him: YOU FILED YOUR NAILS WITH THE FILE.
	GRP:	YOU FILED YOUR NAILS WITH THE FILE.
Repeat with the other instruments, giving each child a chance to use them.		

Year 2
Week 5
Day 5
Page 1

REVIEW PATTERNS: YES/NO Questions and Responses
Instrumental Clauses

NEW PATTERNS: YES/NO Questions involving Instrumental Clauses

MATERIALS NEEDED: Pencils, paper, crayons, pens, scissors, knife; fingernail file, fingernail clippers.

FOR EVALUATION: Above materials plus paintbrush, nailbrush, toothbrush, clother brush, manicure scissors, and a doll.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
DEMONSTRATE:		
Have all the objects on a table. Ask the children:	T:	WHAT CAN I WRITE MY NAME WITH?
Let the children guess. Answer with:	T:	YES, I CAN WRITE MY NAME WITH THE [PENCIL. / PEN / CRAYON]
Then ask the children:	T:	CAN I WRITE MY NAME WITH A FILE?
Say as you shake your head:	T:	NO, I CAN'T. I CAN'T WRITE MY NAME WITH A FILE.
Tell them:	T:	Tell me: NO, YOU CAN'T. YOU CAN'T WRITE YOUR NAME WITH A FILE.
	GRP:	NO, YOU CAN'T. YOU CAN'T WRITE YOUR NAME WITH A FILE.
Ask them:	T:	CAN I WRITE MY NAME WITH THE SCISSORS?
Say:	T:	NO, I CAN'T. I CAN'T WRITE MY NAME WITH THE SCISSORS.

Instructions to the teacher	Speaker	Exchange
Model the response.	T:	Tell me: NO, YOU CAN'T. YOU CAN'T WRITE YOUR NAME WITH THE SCISSORS.
	GRP:	NO, YOU CAN'T. YOU CAN'T WRITE YOUR NAME WITH THE SCISSORS.
Now call on a child. Tell him:	T:	Ask them: WHAT CAN I CUT THE PAPER WITH?
	C:	WHAT CAN I CUT THE PAPER WITH?
Let the children guess. Tell the child:	T:	Tell them: YES, I CAN CUT THE PAPER WITH THE [SCISSORS. KNIFE.]
	C:	YES, I CAN CUT THE PAPER WITH THE [SCISSORS. KNIFE]
Tell the child:	T:	Ask them: CAN I CUT THE PAPER WITH THE PENCIL?
	C:	CAN I CUT THE PAPER WITH THE PENCIL?
Model the response:	T:	Tell him: NO, YOU CAN'T. YOU CAN'T CUT THE PAPER WITH THE PENCIL.
	GRP:	NO, YOU CAN'T. YOU CAN'T CUT THE PAPER WITH THE PENCIL.
Tell the child:	R:	Ask them: CAN I CUT THE PAPER WITH THE KNIFE?
	C:	CAN I CUT THE PAPER WITH THE KNIFE?
Model the response:	T:	Tell him: YES, YOU CAN. YOU CAN CUT THE PAPER WITH THE KNIFE.
	GRP:	YES, YOU CAN. YOU CAN CUT THE PAPER WITH THE KNIFE.

Instructions to the teacher	Speaker	Exchange
Call on another child. Tell him:	T:	Ask them: WHAT CAN I DRAW A CIRCLE WITH?
Again let the children guess. Tell him:	T:	Tell them: YES I CAN CRAW A CIRCLE WITH THE [PENCIL / PEN / CRAYON].
	C:	YES, I CAN DRAW A CIRCLE WITH THE [PENCIL / PEN / CRAYON].
Tell the child:	T:	Ask them: CAN I DRAW A CIRCLE WITH THE BRUSH?
	C:	CAN I DRAW A CIRCLE WITH THE BRUSH?
Model the response:	T:	Tell him: NO, YOU CAN'T. YOU CAN'T DRAW A CIRCLE WITH THE BRUSH.
	GRP:	NO, YOU CAN'T. YOU CAN'T DRAW A CIRCLE WITH THE BRUSH.
Tell the child:	T:	Ask them: CAN I DRAW A CIRCLE WITH THE COMB?
	C:	CAN I DRAW A CIRCLE WITH THE COMB?
Model the response:	T:	Tell him: NO, YOU CAN'T. YOU CAN'T DRAW A CIRCLE WITH THE COMB.
	GRP	NO, YOU CAN'T. YOU CAN'T DRAW A CIRCLE WITH THE COMB.
Tell the child:	T:	Ask them: CAN I DRAW A CIRCLE WITH THE PEN?
	C:	CAN I DRAW A CIRCLE WITH THE PEN?
Model the response:	T:	Tell him: YES, YOU CAN. YOU CAN DRAW A CIRCLE WITH THE PEN.
	GRP:	YES, YOU CAN DRAW A CIRCLE WITH THE PEN.

PART II. EVALUATION

Year 2
Week 5
Day 5
Page 4

The following test will help you assess the progress of the children during this past week of English instruction , and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

Instructions to the teacher	Speaker	Item and Response Student:	C= Correct √= Incorrect 1 2 3 4 5 6 7
ITEM I Hand the child a pair of scissors and some paper and tell him: WEEK 2 DAY 2 DAY 3 He must demonstrate his comprehension DAY 5 by doing what you asked.	T:	YOU CAN CUT THE PAPER WITH THESE SCISSORS.	
ITEM II Hold up a paint brush and ask: WEEK 5 DAY 3 Minimal response:	T: C:	WHAT CAN I DO WITH THIS BRUSH? PAINT. or PAINT A HOUSE (AN APPLE, A CAR, ETC.)	
ITEM III Lay out 3 crayons, red, green and blue. Tell the child: WEEK 5 DAY 2 DAY 3 Child must make a dot. Then point to the dot and say: Minimal response: Child should name the correct color.	T: T: C:	YOU CAN MAKE A DOT WITH THE GREEN CRAYON. IS THIS A RED DOT? NO, IT'S GREEN. or NO, IT'S A GREEN DOT.	

EVALUATION (Continued)

Instructions to the teacher	Speaker	Item and Response Student:	C = Correct ✓= Incorrect 1 2 3 4 5 6 7
ITEM IV Tell the child: WEEK 5 DAY 3 Day 4 Then ask him:	T:	I'M GOING TO DRAW A CIRCLE WITH THE PEN. WHAT AM I GOING TO DO?	
Child must respon	C:	YOU'RE GOING TO DRAW A CIRCLE. or DRAW A CIRCLE.	
ITEM V Give the child a crayon and a sheeet WEEK 5 of paper. Tell him: DAY 3	T:	(Name), DRAW A CIRCLE WITH THIS CRAYON	
When he finishes, ask him:	T:	WHAT DID YOU DO WITH THE CRAYON?	
Minimal response:	C:	DREW A CIRCLE.	
ITEM VI Use the circle that the child drew WEEK 5 in Item V. Hand him another crayon DAY 2 and say:	T:	YOU CAN FILL IN THE CIRCLE WITH THIS CRAYON.	
Child must fill in the circle. (Use this same paper for writing the child's name in Item X.)			

EVALUATION (Continued)

Year 2
Week 5
Day 5
Page 6

Instruction to the teacher	Speaker	Item and Response Student:	C = Correct ✓ = Incorrect 1 2 3 4 5 6 7
ITEM VII Use the doll and the 4 kinds of brushes WEEK 5 brushes (nail, hair, tooth, clothes DAY 3 brushes). DAY 4	T:	WHAT CAN YOU DO WITH THIS BRUSH?	
Pick up each brush and ask the question:	C:	BRUSH HER [HAIR. NAILS. TEETH. CLOTHES.]	
Have the child perform each action as he names it by saying:	T:	SHOW ME.	
ITEM VIII Hold up the nail file. Ask: WEEK 5 DAY 5 Minimal response:	T:	WHAT IS THIS?	
	C:	A FILE.	
Ask:	T:	NO. or NO, YOU CAN'T. Or other appropriate response.	
ITEM IX. Holp up the fingernail clippers. Ask WEEK 5 DAY 5 Minimal response:	T:	WHAT ARE THESE?	
	C:	CLIPPERS.	
Ask:	T:	CAN I CLIP MY NAILS WITH THESE CLIPPERS?	
Minimal response:	C:	YES.or YES, YOU CAN. Or other appropriate response.	

EVALUATION (Continued)

Year 2
Week 5
Day 5
Page 7

Instructions to the teacher	Speaker	Item and Response Student:	C= Correct ✓= Incorrect 1 2 3 4 5 6 7
ITEM X Write the child's name twith a WEEK 5 pencil on the sheet of paper DAY 3 used in Items V and VI. DAY 4 Ask him: DAY 5	T:	WHAT DID I DO WITH THIS PENCIL?	
Minimal response:	C:	WROTE. Or WROTE MY NAME. Or YOU WROTE MY NAME. Or other appropriate response.	

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ENGLISH COMPONENT
YEAR II
WEEK 6

OBJECTIVES

REVIEW PATTERNS:

1. BE + GOING TO + V construction
2. Else, Also
3. Possession:
   a. Noun's
   b. Possessive Pronouns: my, your, his, her
4. Adverbial clauses: Instrumental
5. Past Tense
   a. Declarative statements
   b. Interrogative with WHAT

NEW PATTERNS:

1. Future Aspect with WILL
2. Questions involving BE + GOING TO + V construction: a. WHAT
   b. WHO
3. VERB = give, buy, sell. NP + VERB + NP (Dative) + NP (Accusative)

NEW VOCABULARY:

TOMORROW, BIRTHDAY, PARTY, PRESENT, CAKE, CANDY, ICE CREAM, BALLOONS, FLOWERS, COOKIES, MONEY, BUY/BOUGHT, SELL/SOLD.

MATERIALS NEEDED FOR THE WEEK:

H-M cards: 22, 286, 106, 109, 176.
Play money: Coins and bills
Small toy objects: cards, trucks, boats, balls, pens, pencils, etc.
Empty box to serve as cash register.
Small paper sacks.
Pictures of candy and ice cream on cardboard backing.

Year 2
Week 6
Day 1

REVIEW DAY

INDICATE THE NUMBER OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK.

Item 1 _____	Item 4 _____	Item 7 _____
Item 2 _____	Item 5 _____	Item 8 _____
Item 3 _____	Item 6 _____	Item 9 _____

Which drills or exercises did you repeat on the basis of this evaluation?

List the patterns you reviewed and the activities you used for each.

Did the children who were having difficulties previously appear to understand better after the review?

REVIEW PATTERNS: BE + GOING TO + V construction
"GIVE" with dative

NEW PATTERNS: Questions involving BE + GOING TO + V construction

a. Simple questions
b. WHAT questions
c. Future Aspect with "WILL"

NEW VOCABULARY OR FORMS: Tomorrow, birthday, party, present

MATERIALS NEEDED: None

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Explain the situation in Spanish so the children understand what the dialogue means. They have learned what most of the vocabulary means in previous lessons, and are already familiar with all of the patterns, so they should have no trouble with this dialogue.*	T:	Vamos a pretender. Va a ser un cumpleaños mañana. Pretendan que ustedes quieren invitar a sus amigos a una fiesta de cumpleaños. En Español, pueden decir a sus amigos: MAÑANA VA A SER MI CUMPLEAÑOS. Y sus amigos pueden preguntar: ¿VA A HACER UNA FIESTA DE CUMPLEAÑOS? Y ustedes pueden responder: SI! ¿PUEDES VENIR A MI FIESTA?
	T:	¿Qué tienen que hacer antes de responder? Tienen que pedir permiso a su mamá, ¿verdad?

*Note: Four vocabulary items are new: birthday , party, friend and present. These will be taught through translations -- a departure from our standing rule of non-translation for convenience sake.

Instructions to the teacher	Speaker	Exchange
		Ustedes responden:
		PRIMERO, TENGO QUE PEDIR PERMISO A MI MAMÁ.
Teach meaning of 'party', 'birthday', and 'tomorrow' via translation. See note on page one.	T:	En inglés, 'cumpleaños' se dice 'birthday'.
		Repitan: 'BIRTHDAY', 'BIRTHDAY'.
	GRP:	'BIRTHDAY.'
		ETC.
	T:	En inglés, 'mañana' se dice 'tomorrow'.
		Todos repitan: TOMORROW.
	GRP:	TOMORROW.
Ask individuals to give you translation equivalents:	T:	(Name), ¿puedes decirme lo que significa 'Birthday'?
	C:	SIGNIFICA 'CUMPLEAÑOS'.
	T:	MUY BIEN.
		ETC.
	T:	(Name), ¿CÓMO SE DICE MAÑANA EN INGLÉS?
	C:	SE DICE: 'TOMORROW'.
	T:	¡Muy bien!
		ETC.

Instructions to the teacher	Speaker	Exchange
	T:	En Inglés, 'fiesta' se dice 'party'.
		Todos repitan: 'PARTY'.
	GRP:	'PARTY'.
	T:	(Name), ¿puedes decirme lo que significa 'party'?
		ETC.
	T:	Ahora, vamos a pretender en inglés. Voy a decirles que es mi cumpleaños mañana.
Say to the children:	T:	IT'S MY BIRTHDAY TOMORROW. IT'S MY BIRTHDAY TOMORROW.
Model for the children:	T:	Entonces: Pregúntenme: ¿Va a hacer una fiesta? Ask me: ARE YOU GOING TO HAVE A PARTY?
	GRP:	ARE YOU GOING TO HAVE A PARTY?
	T:	Y yo les respondo: YES, I AM. CAN YOU COME? Pero ustedes tienen que pedir permiso a su mamá primero,¿verdad?
Model for the children:	T:	Tell me: I'LL ASK MY MOTHER.
	GRP:	I'LL ASK MY MOTHER.
Call on two of the children. Say to the first:	T:	Tell him: IT'S MY BIRTHDAY TOMORROW.
	C#1	IT'S MY BIRTHDAY TOMORROW.
Say to the second child:	T:	Ask him: ARE YOU GOING TO HAVE A PARTY?

Instructions to the teacher	Speaker	Exchange
	C#2	ARE YOU GOING TO HAVE A PARTY?
Say to the first child:	T:	Tell him: YES, I AM.
	C#1	YES, I AM.
Say to the first child again:	T:	Ask him: CAN YOU COME?
	C#1	CAN YOU COME?
Say to the second child:	T:	Tell him: I'LL ASK MY MOTHER.
	C#2	I'LL ASK MY MOTHER.
Have these two children change parts and repeat the drill. Then call on two other children. Have them go through the drill and then change roles and repeat it. Then call on the last two children and then change roles and repeat it. Then call on the last two children and do the same thing. Be sure that all the children have a chance to go through the drill and that each pair changes roles and repeats the drill.		ETC.
Now explain the new situation to the children in Spanish as before.	T:	Ahora, vamos a pretender que nosotros estamos pidiendo permiso a nuestra mamá. ¿Cómo lo pedimos? Decimos: MI AMIGO VA A HACER UNA FIESTA DE CUMPLEAÑOS. ¿PUEDO IR?

Instructions to the teacher	Speaker	Exchange
		¿Y cómo responde?
		Ella responde:
		SÍ, TU PUEDES IR. VAS A DARLE UN REGALO?
		SI.
		Entonces ella pregunta:
		¿QUÉ VAS A DARLE?
		¿Y qué dicen ustedes?
		Pueden decir:
		VOY A DARLE UN JUGUETE.
Give translation equivalent for the item "friend."	T:	En inglés, "amigo" se dice "friend." Repitan: FRIEND.
	GRP:	FRIEND.
	T:	¿Qué significa "FRIEND"?
	GRP:	Significa amigo.
	T:	¡Muy bien! Repitan: FRIEND.
	GRP:	FRIEND.
	T:	Vamos a pretender en inglés. Voy a pretender que soy la madre.
		Díganme que su amigo va a hacer una fiesta de cumpleaños.

Instructions to the teacher	Speaker	Exchange
NOTE: Break this sentence up for repetition after "FRIEND" and " HAVE."		Díganme: MY FRIEND IS GOING TO HAVE A BIRTHDAY PARTY.
	GRP:	MY FRIEND IS GOING TO HAVE A BIRTHDAY PARTY.
	T:	Pídanme permiso: CAN I GO?
	GRP:	CAN I GO?
	T:	YES, YOU CAN. (Pause) ARE YOU GOING TO GIVE HIM A PRESENT?
Model the response:	T:	Tell me: YES, I AM.
	GRP:	YES, I AM.
	T:	WHAT ARE YOU GOING TO GIVE HIM?
Model the response:	T:	Tell me: I'M GOING TO GIVE HIM A TOY.
	GRP:	I'M GOING TO GIVE HIM A TOY.
Now call on two children. Say to the first:	T:	You are the child.
Say to the second:	T:	You are the mother.
Say to the first child:	T:	Tell him: MY FRIEND IS GOING TO HAVE A BIRTHDAY PARTY.
	C#1	MY FRIEND IS GOING TO HAVE A BIRTHDAY PARTY.
Say to the first child again.	T:	Ask him: CAN I GO?

Instructions to the teacher	Speaker	Exchange
	C#1	CAN I GO?
Say to the second child:	T:	Tell him: YES, YOU CAN.
	C#2	YES, YOU CAN.
Say to the second child again:	t;	Ask him: ARE YOU GOING TO GIVE HIM A PRESENT?
	C#2	ARE YOU GOING TO GIVE HIM A PRESENT?
Say to the first child:	T:	Tell him: YES , I AM.
	C#1	YES, I AM.
Say to the second child:	T:	Ask him: WHAT ARE YOU GOING TO GIVE HIM?
	C#2	WHAT ARE YOU GOING TO GIVE HIM?
Say to the first child:	T:	Tell him: I'M GOING TO GIVE HIM A TOY.
	C#1	I'M GOING TO GIVE HIM A TOY.
Now have the children change roles. Say to the first:	T:	Now you are the mother.
Say to the second:	T:	Now you are the child.
Say to the second child:	T:	Tell him: MY FRIEND IS GOING TO HAVE A BIRTHDAY PARTY.
	C#2	MY FRIEND IS GOING TO HAVE A BIRTHDAY PARTY.
Say to the second child again:	T:	Ask him: CAN I GO?
	C#2	CAN I GO?

Instructions to the teacher	Speaker	Exchange
Say to the first child:	T:	Tell him: YES, YOU CAN.
	C#1	YES, YOU CAN.
Say to the first child again:	T:	Ask him: ARE YOU GOING TO GIVE HIM A PRESENT?
	C#1	ARE YOU GOING TO GIVE HIM A PRESENT?
Say to the second child:	T:	Tell him: YES, I AM.
	C#2	YES, I AM.
Say to the first child:	T:	Ask him: WHAT ARE YOU GOING TO GIVE HIM?
	C#1	WHAT ARE YOU GOING TO GIVE HIM?
Say to the second child:	T:	Tell him: I'M GOING TO GIVE HIM A TOY.
	C#2	I'M GOING TO GIVE HIM A TOY.
Call on two other children and go through the drill, changing parts and repeating. Then call on the last two children and do the same thing.		ETC.
II. REINFORCEMENT		
Repeat both of the above drills as many times as necessary until the children seem comfortable with them.		

REVIEW PATTERNS: 1. Questions involving BE + GOING TO + V construction
2. Else, also
3. "Who" questions involving BE + GOING TO + V construction.

Year 2
Week 6
Day 3
Page 1

NEW VOCABULARY OR FORMS: Cake, candy, ice cream, balloons, cookies, flowers.

MATERIALS NEEDED: H-M pictures 22 and 286 for balloons and flowers; H-M 106 and 109 for cake, cookies, candy and ice cream pictures cut from magazines and pasted on stiff cardboard.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
DEMONSTRATE: Say to the group:	T:	I'M GOING TO HAVE A BIRTHDAY PARTY.
Say to a child:	T:	ARE YOU GOING TO COME TO MY PARTY?
Model the response:	T:	Tell me: YES, I AM.
	C:	YES, I AM.
Ask another child:	T:	ARE YOU GOING TO COME TO MY PARTY?
Model the response if necessary:	T:	Tell me: YES, I AM.
	C:	YES, I AM.
Repeat with each child in the group. Then say to one child:	T:	Tell me: I'M GOING TO HAVE A BIRTHDAY PARTY.
	C#1	I'M GOING TO HAVE A BIRTHDAY PARTY.
Say to the group as you point to child #1.	T:	Tell me: [HE'S / SHE'S] GOING TO HAVE A BIRTHDAY PARTY.
	GRP:	[HE'S / SHE'S] GOING TO HAVE A BIRTHDAY PARTY.
Say to the group:	T:	Ask him: WHO'S GOING TO COME TO YOUR PARTY?

Instructions to the teacher	Speaker	Exchange
	GRP:	WHO'S GOING TO COME TO YOUR PARTY?
Point at one of the other children as you say:	T:	Tell them: (Name) IS GOING TO COME.
	C#1	(Name) IS GOING TO COME.
Say to the group:	T:	Ask him: WHO ELSE IS GOING TO COME?
	GRP:	WHO ELSE IS GOING TO COME?
Point at another child as you say to child #1.	T:	Tell them: (Name) IS ALSO GOING TO COME.
	C#1	(Name) IS ALSO GOING TO COME.
Say to the group: (Break this up for repetition after "YOU" and "HAVE".)	T:	Ask him: WHAT ARE YOU GOING TO HAVE AT YOUR PARTY?
	GRP:	WHAT ARE YOU GOING TO HAVE AT YOUR PARTY?
Give the child a picture of a cake. Model the response and have him point to the picture as he says "CAKE":	T:	Tell them: I'M GOING TO HAVE CAKE.
	C#1	I'M GOING TO HAVE CAKE.
Say to the group:	T:	Ask him: WHAT ELSE ARE YOU GOING TO HAVE?
	GRP:	WHAT ELSE ARE YOU GOING TO HAVE?
Give the child a picture of some candy. Model the response and have him point to the picture as he says "CANDY".		

Instructions to the teacher	Speaker	Exchange
	C#1	I'M ALSO GOING TO HAVE CANDY.
Call on another child. Say to him:	T:	Tell me: I'M GOING TO HAVE A BIRTHDAY PARTY.
	C#2	I'M GOING TO HAVE A BIRTHDAY PARTY.
Say to the group:	T:	Tell me: [HE'S / SHE'S] GOING TO HAVE A BIRTHDAY PARTY.
	GRP:	[HE'S / SHE'S] GOING TO HAVE A BIRTHDAY PARTY.
Say to the group:	T:	Ask him: WHO'S GOING TO COME TO YOUR PARTY?
	GRP:	WHO'S GOING TO COME TO YOUR PARTY?
Point at one of the other children as you say to child #2:	T:	Tell them: (Name) IS GOING TO COME.
	C#2	(Name) IS GOING TO COME.
Say to the group:	T:	Ask him: WHO ELSE IS GOING TO COME?
	GRP:	WHO ELSE IS GOING TO COME?
Point at another child as you say to child #2:	T:	Tell them: (Name) IS ALSO GOING TO COME.
	C#2	(Name) IS ALSO GOING TO COME.
Say to the group:	T:	Ask him: WHAT ARE YOU GOING TO HAVE AT YOUR PARTY?
	GRP:	WHAT ARE YOU GOING TO HAVE AT YOUR PARTY?

Instructions to the teacher	Speaker	Exchange
Give the child a picture of balloons. Model the response and have him point to the picture as he says "BALLOONS".	T:	Tell them: I'M GOING TO HAVE <u>BALLOONS</u>.
	C#2	I'M GOING TO HAVE <u>BALLOONS</u>.
Say to the group:	T:	Ask him: WHAT ELSE ARE YOU GOING TO HAVE?
	GRP:	WHAT ELSE ARE YOU GOING TO HAVE?
Give the child a picture of ice cream. Model the response and have him point to the picture as he says "ICE CREAM":	T:	Tell them: I'M ALSO GOING TO HAVE <u>ICE CREAM</u>.
Repeat with the remaining children. Use the words "FLOWERS" and "COOKIES" and the accompanying pictures, as well as the pictures and words already used.		

II. REINFORCEMENT

Instructions to the teacher	Speaker	Exchange
DEMONSTRATE:		
Say to the group:	T:	WHO'S GOING TO HAVE A PARTY?
Say to one child:	T:	Tell me: I AM. I'M GOING TO HAVE A PARTY.
	C:	I AM. I'M GOING TO HAVE A PARTY.
Say to the group:	T:	WHO'S GOING TO HAVE A PARTY?
Model:	T:	Tell me: [HE / SHE] IS. [HE'S / SHE'S] GOING TO HAVE A PARTY.
	GRP:	[HE / SHE] IS. [HE'S / SHE'S] GOING TO HAVE A PARTY.
Say to the child:	T:	WHO'S GOING TO COME TO YOUR PARTY?
Point to the other children and model:	T:	Tell me: THEY ARE. THEY'RE GOING TO COME.
Say to the group:	T:	WHO'S GOING TO COME TO [HIS / HER] PARTY?
Model:	T:	Tell me: WE ARE. WE'RE GOING TO COME.
	GRP:	WE ARE. WE'RE GOING TO COME.
Repeat with each child.		

REVIEW PATTERNS: WHAT Questions involving BE + GOING TO + V construction
Instrumental Clauses
Possession: 1. N + apostrophe + s
2. Pronouns

Year 2
Week 6
Day 4
Page 1

NEW PATTERNS: Past tense questions with WHAT : Tense attachment on "DO".

NEW VOCABULARY OR FORMS: Money, buy/bought

MATERIALS NEEDED: Play money: coins and bills
Small toy objects: cars, trucks, boats, balls, pencils, pens, crayons.
Empty box
Small paper sacks.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Have a table set up with the following objects on it: the toy objects listed above; an empty box for a "cash register"; and some small paper sacks. REVIEW AND INTRODUCTION Say to the group:	T:	IT'S <u>(Name)'S</u> BIRTHDAY TOMORROW. Repeat please.
	GRP:	IT'S <u>(Name)'S</u> BIRTHDAY TOMORROW.
	T:	[HE'S / SHE'S] GOING TO HAVE A PARTY. Repeat, please.
	GRP:	[HE'S / SHE'S] GOING TO HAVE A PARTY.
	T:	WE'RE GOING TO GIVE [HIM / HER] PRESENTS.

Instructions to the teacher	Speaker	Exchange
	GRP:	WE'RE GOING TO GIVE [HIM / HER] PRESENTS.
Say to the group:	T:	I'M GOING TO GIVE [HIM / HER] PRESENTS.
Say to one of the children:	T:	(Name), WHAT ARE YOU GOING TO GIVE [HIM, / HER] ?
Model, if necessary:	T:	Tell me: I'M GOING TO GIVE [HIM / HER] A _____.
(Let the child look at the table and name an object.)	C:	I'M GOING TO GIVE [HIM / HER] A _____.
Say to another child:	T:	(Name), WHAT ARE YOU GOING TO GIVE [HIM? / HER?]
Model, if necessary:	T:	Tell me: I'M GOING TO GIVE [HIM / HER] A _____.
(Again, let the child name an object.)	C:	I'M GOING TO GIVE [HIM / HER] A _____.
Repeat this with each child.		
Now explain in Spanish that we are going to give the child presents for his/her birthday and that we must somehow get these presents.	T:	¡Sí! Vamos a darle muchos regalos, pero primero, tenemos que comprarlos. Vamos a comprarlos. ¿A donde debemos ir? ¡Si! ¡A una tienda donde se venden juguetes!

Instructions to the teacher	Speaker	Exchange
	T:	¿Y qué necesitamos primero?
		¡Sí! ¡Necesitamos dinero!
Take out the play money.	T:	Vamos a pretender. Voy a darles dinero.
Give each child two coins and two bills of play money. Have two coins and two bills for yourself. Hold up your coins and say:	T:	THIS IS MONEY. THIS IS MONEY. Repeat, please. THIS IS MONEY.
Indicate that children are to hold up their coins. They must do this in order for "THIS" to be correct, since the money must be close to them.	GRP:	THIS IS MONEY.
Now hold up your bills. Say:	T:	THIS IS MONEY. Repeat, please. THIS IS MONEY.
Again, have the group hold up their bills.	GRP:	THIS IS MONEY.
Hold up both coins and bills and say:	T:	THIS IS MONEY. Repeat, please. THIS IS MONEY.
Have the children hold up both coins and bills and say:	GRP:	THIS IS MONEY.
Now hold up your money and say:	T:	THIS IS MY MONEY.
Point to a child's money and say:	T:	THAT'S YOUR MONEY.
Say to him:	T:	SHOW ME YOUR MONEY.
Model:	T:	Tell me: THIS IS MY MONEY.
	C:	THIS IS MY MONEY.

Instructions to the teacher	Speaker	Exchange
	C:	THIS IS MY MONEY.
Say to the group, pointing to the same child's money:	T:	THAT'S [HIS / HER] MONEY
Model, and have them point with you:	T:	Tell me: THAT'S [HIS / HER] MONEY.
	GRP:	THAT'S [HIS / HER] MONEY.
Say to another child, pointing to his money:	T:	THAT'S YOUR MONEY.
Say to him:	T:	SHOW ME YOUR MONEY.
Model:	T:	Tell me: THIS IS MY MONEY.
	C:	THIS IS MY MONEY.
Say to the group, pointing to the child's money:	T:	THAT'S [HIS / HER] MONEY.
Model:	T:	Tell me: THAT'S [HIS / HER] MONEY
	GRP:	THAT'S [HIS / HER] MONEY
Now go to the table. Stand behind it as if you were a storekeeper. Call a child to come up. Say to him:	T:	(Name), DO YOU WANT A CAR?

Instructions to the teacher	Speaker	Exchange
	C:	YES YES, I DO.
	T:	YOU CAN BUY A CAR WITH YOUR MONEY.
Before he begins any action, model for him:	T:	Tell me: I CAN BUY A CAR WITH MY MONEY.
	C:	I CAN BUY A CAR WITH MY MONEY.
Put the car in a paper sack. Take the child's money at the same time that you give him the car. Say to the group:	T:	Tell me: [HE / SHE] CAN BUY A CAR WITH [HIS / HER] MONEY.
	GRP:	[HE / SHE] CAN BUY A CAR WITH [HIS / HER] MONEY.
Call another child to the table. Say to him:	T:	(Name), DO YOU WANT A BALL?
	C:	YES. YES, I DO.
Before he begins, say:	T:	YOU CAN BUY A BALL WITH YOUR MONEY.
Model for him:	T:	Tell me: I CAN BUY A BALL WITH MY MONEY.
	C:	I CAN BUY A BALL WITH MY MONEY.
Put the ball in a paper sack. Take the child's money at the same time that you give him the ball. Say to the group:	T:	Tell me: [HE / SHE] CAN BUY A BALL WITH HIS MONEY.
	GRP:	[HE / SHE] CAN BUY A BALL WITH [HIS / HER] MONEY

Instructions to the teacher	Speaker	Exchange
II. REINFORCEMENT		
Have the children hold their paper sacks on their laps. Ask one child:	T:	(Name), WHAT DID YOU BUY WITH YOUR MONEY? SHOW ME.
Child should open his sack and show the object. Then say to him:	T:	Tell me: I BOUGHT A _____ WITH MY MONEY.
	C:	I BOUGHT A _____ WITH MY MONEY.
Say to another child:	T:	(Name), WHAT DID YOU BUY WITH YOUR MONEY? SHOW ME.
After he shows the object, say:	T:	Tell me: I BOUGHT A _____ WITH MY MONEY.
Repeat with each child.	C:	I BOUGHT A _____ WITH MY MONEY.

REVIEW PATTERNS: Money, buy/bought

NEW PATTERNS: Buy and sell with Dative: "I can sell You a car."

NEW VOCABULARY OR FORMS: Sell

Year 2
Week 6
Day 5
Page 1

MATERIALS NEEDED: Play money: Coins and bills
Small toy objects: cars, trucks, boats, balls, pencils, pens, crayons
Empty box
Small paper sacks

MATERIALS FOR EVALUATION: Same as above, plus: Pencil and paper
Red pencil, red ball, red crayon
H-M CARDS 22, 286, 106, 109 plus pictures of candy and ice cream on cardboard backing.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Everyone should have play money, as on Day 4. The table is set up with the toy objects, the empty box, and the paper sacks on it.		
Stand behind the table. Call child #1 to you. Say to him:	T:	(Name), DO YOU HAVE MONEY?
	C:	YES. YES, I DO.
	T:	SHOW ME YOUR MONEY.
Child does so. Then model:	T:	Tell me: THIS IS MY MONEY.
	C:	THIS IS MY MONEY.
Say to him (naming several items and pointing to each.)	T:	I CAN SELL YOU A BALL. I CAN SELL YOU A CAR I CAN SELL YOU A TRUCK. I CAN SELL YOU A CRAYON.

Year 2
Week 6
Day 5
Page 2

Instructions to the teacher	Speaker	Exchange
Ask the child:	T:	WHAT DO YOU WANT?
Let the child name an object:	C:	I WANT A (CAR).
	T:	YOU HAVE MONEY. YOU CAN BUY A (CAR) FROM ME.
Model for him:	T:	Tell me: I CAN BUY A (CAR) FROM YOU.
	C:	I CAN BUY A (CAR) FROM YOU.
Ask the group:	T:	WHAT CAN [HE / SHE] BUY FROM ME?
Model the response:	T:	Tell me: [HE / SHE] CAN BUY A (CAR) FROM YOU.
	GRP:	[HE / SHE] CAN BUY A (CAR) FROM YOU.
Put the object in a bag and give it to the child at the same time that you take his money.		
Then say to him:	T:	WHAT DID YOU BUY FROM ME?
Model:	T:	Tell me: I BOUGHT A (CAR) FROM YOU.
	C:	I BOUGHT A (CAR) FROM YOU.
Ask the group:	T:	WHAT DID [HE / SHE] BUY FROM ME?
	GRP:	[HE / SHE] BOUGHT A (CAR) FROM YOU.

Instructions to the teacher	Speaker	Exchange
Say to the child:	T:	WHAT DID I SELL YOU?
Model the response:	T:	Tell me: YOU SOLD ME A (CAR).
	C:	YOU SOLD ME A (CAR).
Say to the group:	T:	WHAT DID I SELL [HIM / HER] ?
Model the response:	T:	Tell me: YOU SOLD [HIM / HER] A (CAR).
	GRP:	YOU SOLD [HIM / HER] A (CAR).
Repeat this same drill with every child. Call each child to the table and start with.	T:	(Name), DO YOU HAVE MONEY?
Then continue as above from page 1 through page 2.		
II. REINFORCEMENT		
Now let the children take turns acting as storekeeper. Call on two children. Have one stand behind the table as "storekeeper" and the other stand in front of the table as "buyer."		
Say to the first child (storekeeper):	T:	(Name), ask him: DO YOU HAVE MONEY?
	C#1	DO YOU HAVE MONEY?
Say to child #2	T:	Tell him: YES, I DO.

Instructions to the teacher	Speaker	Exchange
	C#2	YES, I DO.
Say to child #1:	T:	Tell him: SHOW ME YOUR MONEY.
Child #2 should do so. Then say to child #1:	T:	Tell him: I CAN SELL YOU A CAR.
	C#1	I CAN SELL YOU A CAR.
To child #1:	T:	Tell him: I CAN SELL YOU A BOAT.
	C#1	I CAN SELL YOU A BOAT.
To child #1:	T:	Tell him: I CAN SELL YOU A TRUCK.
	C#1	I CAN SELL YOU A TRUCK.
Now say to child #1:	T:	Ask him: WHAT DO YOU WANT?
	C#1:	WHAT DO YOU WANT?
Let child #2 name an object:	C#2	I WANT A _____.
Say to child #1:	T:	Tell him: YOU HAVE MONEY.
	C#1	YOU HAVE MONEY.
Say to child #1:	T:	Tell him: YOU CAN BUY A _____ FROM ME.
	C#1	YOU CAN BUY A _____ FROM ME.
Help the children complete the transaction if necessary. Child #1 should put the object in a paper sack and give it to child #2, at the same time taking his money. He puts the money in the box.		

Instructions to the teacher	Speaker	Exchange
Say to child #1:	T:	Ask him: WHAT DID YOU BUY FROM ME?
	C#1	WHAT DID YOU BUY FROM ME?
Say to child #2:	T:	Tell him: I BOUGHT A _____ FROM YOU.
	C#2	I BOUGHT A _____ FROM YOU.
Say to child #1, pointing to the group:	T:	Ask them: WHAT DID [HE / SHE] BUY FROM ME?
	C#1:	WHAT DID [HE / SHE] BUY FROM ME?
Model the response:	T:	Tell him [HE / SHE] BOUGHT A _____ FROM YOU.
	GRP:	[HE / SHE] BOUGHT A _____ YOU.
Say to child #1:	T:	Ask him: WHAT DID I SELL YOU?
	C#1	WHAT DID I SELL YOU?
Say to child #2:	T:	Tell him: YOU SOLD ME A _____.
	C#2	YOU SOLD ME A _____.
Say to child #1, pointing to group:	T:	Ask them: WHAT DID I SELL [HIM / HER] ?
	C#1	WHAT DID I SELL [HIM / HER] ?
Say to the group:	T:	Tell him: YOU SOLD [HIM / HER] A _____.

Instructions to the teacher	Speaker	Exchange
	GRP:	YOU SOLD [HIM / HER] A _____.
Repeat this drill with all the children, allowing one to play storekeeper and to play buyer, each time. If there is time, allow the children to change roles and repeat the drill again.		

PART II. EVALUATION

Year 2
Week 6
Day 5
Page 7

The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually, Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

Instructions to the teacher	Speaker	Item and Response Student	C = Correct ✓ = Incorrect 1 2 3 4 5 6
ITEM I. Give the child a pencil and paper. Tell him: WEEK 5 DAY 4	T:	YOU CAN DRAW A CIRCLE.	
Before he begins, ask: WEEK 6 DAY 2	T:	WHAT ARE YOU GOING TO DO?	
Minimal response: DAY 3	C:	DRAW A CIRCLE.	
DAY 4 After he draws it, ask him:	T:	WHAT DID YOU DO?	
Minimal response:	C:	DREW A CIRCLE.	
ITEM II. Have a pencil and paper in your hand. Tell the child: WEEK 6 DAY 3	T:	I'M GOING TO DRAW A CIRCLE.	
Ask him: DAY 4	T:	WHO'S GOING TO DRAW A CIRCLE?	
DAY Minimal response:	C:	YOU ARE. Or YOU'RE GOING TO DRAW A CIRCLE.	
ITEM III. Show the child H-M picture 176 (a birthday party). Point to one of the children in the picture and say: WEEK 6 DAY 2 Leave the sentence uncompleted. DAY 3 DAY 4	T:	IT'S HIS BIRTHDAY TODAY. HE'S HAVING A _____.	
The child should say:	C:	PARTY. Or BIRTHDAY PARTY.	

EVALUATION (continued)

Year 2
Week 6
Day 5
Page 8

Instructions to the teacher	Speaker	Item and Response	Student:	C = Correct ✓ = Incorrect 1 2 3 4 5 6
ITEM IV. Show the child, one by one, the pictures of cake, cookies, flowers, balloons, candy, and ice cream. WEEK 6 DAY 3 Ask him as you present each one: Child should identify the pictures correctly. co	T:	WHAT'S THIS? Or WHAT ARE THESE?		
ITEM V. Give the child play money coins and bills. WEEK 6 DAY 4 DAY 5 Ask him: Minimal response:	T: C:	WHAT IS THIS? MONEY. Or THIS IS MONEY.		
ITEM VI. Child has play money coins and bills. Show him some small objects and ask him: WEEK 6 DAY 4 Minimal response:	T: C:	WHAT CAN YOU BUY WITH YOUR MONEY? A CAR (TRUCK, BALL, ETC.). Or I CAN BUY A CAR (TRUCK, BALL, ETC.)		

EVALUATION (continued)

Instructions to the teacher	Speaker	Item and Response Student:	C= Correct ✓= Incorrect 1 2 3 4 5 6
ITEM VII. Have a red ball, a red crayon, and a red pencil on the table, as well as a pair of scissors, a green car, and a white sheet of paper. Say to to the child: WEEK 6 DAY 3	T:	THE BALL IS RED. (Pause) THE CRAYON IS ALSO RED. WHAT ELSE IS RED,	
Minimal response:	C:	THE PENCIL. Or THE PENCIL IS ALSO RED.	
ITEM VIII. On the table are some small objects and an empty box for "cash register." Have some money in your hand. WEEK 6 DAY 5			
Say to the child:	T:	I HAVE MONEY. YOU CAN SELL ME A PEN. (BALL,etc.)	
He should give you the object. Then say to him:	T:	Tell me: I SOLD YOU A PEN.	
	C:	I SOLD YOU A PEN.	
ITEM IX. Change places with the child and give him the play money. Say to him: WEEK 6 DAY 5	T:	YOU HAVE MONEY. YOU CAN BUY A CAR FROM ME.	
He should select the car and offer you the money. Take it and give him the car. Then say to him:	T:	Tell me: I BOUGHT A CAR FROM YOU.	
	C:	I BOUGHT A CAR FROM YOU.	

ENGLISH COMPONENT
YEAR II
WEEK 7

OBJECTIVES

NEW PATTERNS:

1. NP + [help / want / need] (to) + Sentence. Eg. "I want you to stir the cake." "I'll help you stir the cake."
2. NP + Verb + NP
   Verb = Need.
3. How much?
4. Here/there
5. Dollar, cents
6. What color?

NEW VOCABULARY: Wrap/wrapped, candles, store, plate, cup, napkin, fork, spoon, set the table, cake mix/mix, cake batter/batter, stir, egg, pan, oven, place mat, dollar, fifty cents, costs/cost, bring/brought.

REVIEW PATTERNS:
Past tense forms: Buy/bought, Put/put.
Benefactives constructions
Money terms
Some
Possessives: 1) Noun + s 2) Pronouns
Color adjectives
Else/also

MATERIALS:
Day 2: Teddy Bear; small toys; box, 2 or 3 sheets wrapping paper, ribbon, ribbon bows.
Day 3: Play money (coins and bills); Bear; paper and pencil:
H-M pictures 22, 106; magazine pictures of cake mix, candy.
At store: muffin mix, candles, balloons, candy, cupcake papers.
Real money: $2.00
Day 4: Bear; Materials for party hats: 12" by 16" construction paper. stapler, paste, crayons; already cut triangles, squares, flowers, circles.
Materials for setting table: place mats, toy dishes, forks, spoons, knives, napkins.
Day 5: Muffin mix, eggs, water, cup, bowl, fork, muffin pan, cupcake papers. Wrapped presents, balloons, candy, paper hats. Bear, set of toy dishes.

REVIEW DAY

Year 2
Week 7
Day 1

INDICATE THE NUMBER OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK.

Item 1 _____ Item 4 _____ Item 7 _____

Item 2 _____ Item 5 _____ Item 8 _____

Item 3 _____ Item 6 _____ Item 9 _____

Which drills or exercises did you repeat on the basis of this evaluation?

List the patterns you reviewed and the activities you used for each.

Did the children who were having difficulties previously appear to understand better after the review?

Year 2
Week 7
Day 2
PAGE 1

REVIEW PATTERNS: Benefactive Phrases (for + Noun/Pronoun)
Be + going to + Verb construction to express future

NEW PATTERNS: NP + [help / need] + NP

NP + 'help' + NP + Sentence

NEW VOCABULARY OR FORMS: Past tense: Wrap/wrapped
Ribbon
Bow

MATERIALS NEEDED: A Teddy Bear (stuffed bear); small toys (one for each child); box, two or three pieces of paper cut to size of box, ribbon bows, ribbon cut to go around box.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
DEMONSTRATE: Children are seated in a circle. You have a table beside you with the following objects on it: stuffed bear; box, wrapping paper, ribbon bows and ribbon. Each child holds a small toy. You have one also. Let the children hold the bear and say:	T:	THIS IS POOH BEAR.
	T:	Repeat, please: THIS IS POOH BEAR.
	GRP:	THIS IS POOH BEAR.
Say to the group:	T:	HE'S GOING TO HAVE A BIRTHDAY. ARE YOU GOING TO COME TO HIS PARTY?
If necessary, model:	T:	Tell me: YES, WE ARE.
	GRP:	YES, WE ARE.

Instructions to the teacher	Speaker	Exchange
Hold up your toy object and say:	T:	I BOUGHT THIS CAR. (BALL, BOAT, ETC.) I'M GOING TO GIVE IT TO POOH BEAR.
Point to the wrappings and say:	T:	BUT FIRST, I'M GOING TO WRAP IT.
Put the toy in the box, fold the wrapping paper around it, tie it with ribbon, and place a bow on it. While you are wrapping it say:	T:	I CAN WRAP THE PRESENT.
Model:	T:	Tell me: YOU CAN WRAP THE PRESENT.
	GRP:	YOU CAN WRAP THE PRESENT.
When you have finished, hold up the box and say:	T:	I WRAPPED THE PRESENT.
Model:	T:	Tell me: YOU WRAPPED THE PRESENT.
	GRP:	YOU WRAPPED THE PRESENT.
Undo the wrappings and take the toy out of the box. Say to child #1:	T:	YOU CAN HELP ME. YOU CAN HELP ME WRAP THE PRESENT.
Ask him:	T:	CAN YOU HELP ME?
	T:	Tell me: YES, I CAN HELP YOU.
	C#1	YES, I CAN HELP YOU.
Let the child help you put on the paper, tie the ribbon, put on a bow, etc.	T:	GOOD. YOU CAN HELP ME WRAP THE PRESENT.

Instructions to the teacher	Speaker	Exchange
While he is helping you, say to him:	T:	Tell me: I CAN HELP YOU WRAP THE PRESENT.
	C#1	I CAN HELP YOU WRAP THE PRESENT.
Say to the group:	T:	Tell me: (Name), CAN HELP YOU WRAP THE PRESENT.
	GRP:	(Name), CAN HELP YOU WRAP THE PRESENT.
When you are finished, say to child #1:	T:	THANK YOU. YOU HELPED ME WRAP THE PRESENT.
Ask him:	C:	WHAT DID YOU DO?
Model, if necessary:	T:	Tell me: I HELPED YOU WRAP THE PRESENT.
	C#1	I HELPED YOU WRAP THE PRESENT.
Ask the group:	T:	WHAT DID [HE / SHE] DO?
Model, if necessary:	T:	Tell me: [HE / SHE] HELPED YOU WRAP THE PRESENT.
(NOTE: Be sure the child is helping you and that neither of you is doing all the wrapping.)		
Undo the wrappings again and remove the toy from the box. Say to child #2:	T:	YOU CAN HELP ME. YOU CAN HELP ME WRAP THE PRESENT.
Continue with the drill as above. Repeat with every child.		

Instructions to the teacher	Speaker	Exchange
When all children have helped you wrap the present, say to child #1:	T:	WHAT DID YOU BUY FOR POOH BEAR?
Model, if necessary:	T:	Tell me: I BOUGHT A _____ FOR POOH BEAR.
	C#1	I BOUGHT A _____ FOR POOH BEAR.
Model for the child:	T:	Tell me: I'M GOING TO GIVE IT TO HIM.
	C#1	I'M GOING TO GIVE IT TO HIM.
Model:	T:	Tell me: BUT FIRST, I'M GOING TO WRAP IT.
	C#1	BUT FIRST, I'M GOING TO WRAP IT.
Say to child #1:	T:	YOU'RE GOING TO WRAP THE PRESENT. WHAT DO YOU NEED?
Point to the paper, ribbon, box, and bows on the table. Model:	T:	Tell me: I NEED A BOX.
	C#1	I NEED A BOX.
Hand him the box and say:	T:	HERE YOU ARE. HERE'S A BOX.
Ask him:	T:	WHAT ELSE DO YOU NEED?
Model, if necessary:	T:	Tell me: I ALSO NEED SOME PAPER.
	C#1	I ALSO NEED SOME PAPER.
Hand him the paper and say:	T:	HERE YOU ARE. HERE'S SOME PAPER.
Ask him:	T:	WHAT ELSE DO YOU NEED?

PART II. REINFORCEMENT AND INTRODUCTION OF 2ND EXERCISE

Instructions to the teacher	Speaker	Exchange
Model if necessary:	T:	Tell me: I ALSO NEED SOME RIBBON.
	C#1	I ALSO NEED SOME RIBBON.
Hand him some ribbon and say:	T:	HERE YOU ARE. HERE'S SOME RIBBON.
Ask him:	T:	WHAT ELSE DO YOU NEED?
Model if necessary:	T:	Tell me: I ALSO NEED A BOW.
When he has the materials assembled, say to him:	T:	Tell me: I CAN WRAP THE PRESENT.
	C#1	I CAN WRAP THE PRESENT.
Say to the group:	T:	Tell me: [HE / SHE] CAN WRAP THE PRESENT.
Let him wrap it, giving help where necessary. When he finishes, say to him:	T:	WHAT DID YOU DO?
Model, if necessary:	T:	Tell me: I WRAPPED THE PRESENT.
	C#1	I WRAPPED THE PRESENT.
Ask the group:	T:	WHAT DID [HE / SHE] DO?
Model, if necessary:	T:	Tell me: [HE / SHE] WRAPPED THE PRESENT.
	GRP:	[HE / SHE] WRAPPED THE PRESENT.
Now undo the wrappings and have the same child ask another child to help him.		

Instructions to the teacher	Speaker	Exchange
Say to child #1, pointing to C#2:	T:	Ask [him / her] : CAN YOU HELP ME WRAP THE PRESENT?
C#1 says to C#2:	C#1	CAN YOU HELP ME WRAP THE PRESENT?
Model for C#2, if necessary:	T:	Tell him: YES, I CAN. Tell him: I CAN HELP YOU WRAP THE PRESENT.
	C#2	YES, I CAN. I CAN HELP YOU WRAP THE PRESENT.
While the two are wrapping the present, say to the group:	T:	Tell him: [HE / SHE] CAN HELP YOU WRAP THE PRESENT.
	GRP	[HE / SHE] CAN HELP YOU WRAP THE PRESENT.
When they are finished, say to C#1:	T:	Tell him: THANK YOU. YOU HELPED ME WRAP THE PRESENT.
	C#1	THANK YOU. YOU HELPED ME WRAP THE PRESENT.
Ask C#2:	T:	WHAT DID YOU DO?
Model, if necessary:	T:	I HELPED [HIM / HER] WRAP THE PRESENT.
Ask another child: (C#3)	T:	WHAT DID YOU BUY FOR POOH BEAR?
Repeat the entire drill with him, first having him name the things he needs to		

Instructions to the teacher	Speaker	Exchange
wrap the present, and then having him ask another child (C#4) to help him.		
Repeat the drill with every child. This means that every child in the group will have a chance to play the part of Child #1 and also of Child #2.		

ADDENDUM

For Week 7, Days 3, 4, and 5.

You will need a Polaroid camera, film, and flash bulbs to record the grocery store field trip, party preparations and party. These pictures will serve as your materials for review during Week 8.

REVIEW PATTERNS: Need + NP
Money Terms

NEW PATTERNS: 1) NP + want to + Sentence
2) How much?

NEW VOCABULARY OR FORMS: Costs/cost
Cake mix
Candles

MATERIALS NEEDED: Play money (coins and bills); Pooh Bear: pencil and paper.
Real money for trip to store: about $1.50 - $2.00.
Buy at the store: Muffin mix, candles, balloons, candy, cupcake papers.
H-M pictures: 22, 106 (balloons, cake)
Magazine pictures of candy and cake mix.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Today the children will walk to the store and buy materials for the party on Friday. They will rehearse the trip to the store beforehand. During the walk to the store, they should rehearse what they will say to the storekeeper.		
DEMONSTRATE:		
Show the bear to the children. Say:	T:	POOH BEAR'S GOING TO HAVE A BIRTHDAY. WE'RE GOING TO GIVE HIM A PARTY.
	T:	WHAT DO WE NEED? LET'S MAKE A LIST.
	T:	I NEED A PENCIL.
Get the pencil.	T:	I NEED SOME PAPER.
Get the paper. Say to the group:	T:	WE'RE GOING TO GIVE POOH BEAR A PARTY.

Instructions to the teacher	Speaker	Exchange
Show the picture of the cake. (H-M 106) Model the response, if necessary:	T:	Tell me: WE NEED A CAKE.
	GRP	WE NEED A CAKE.
Write "CAKE" on the list. Ask:	T:	WHAT ELSE DO WE NEED?
Point to the candles on the cake. Model, if necessary:	T:	Tell me: WE ALSO NEED SOME CANDLES.
	GRP	WE ALSO NEED SOME CANDLES.
(Take time to repeat the word "CANDLES" by itself, if it is unfamiliar.)		
Write "CANDLES".	T:	WHAT ELSE DO WE NEED?
Show picture of balloons. Model if necessary: (H-M 22).	T:	Tell me: WE ALSO NEED SOME BALLOONS.
	GRP	WE ALSO NEED SOME BALLOONS.
Write "BALLOONS." Ask:	T:	WHAT ELSE DO WE NEED?
Show picture of candy. Model, if necessary:	T:	Tell me: WE ALSO NEED SOME CANDY.
	GRP	WE ALSO NEED SOME CANDY.
Write "CANDY." Then ask the group:	T:	WHERE CAN WE BUY THE CAKE?
	T:	Tell me: WE CAN BUY THE CAKE AT THE STORE.
	GRP	WE CAN BUY THE CAKE AT THE STORE.
	T:	WHERE CAN WE BUY THE CANDLES?

Instructions to the teacher	Speaker	Exchange
Model if necessary:	T:	Tell me: WE CAN BUY THE CANDLES AT THE STORE.
	GRP	WE CAN BUY THE CANDLES AT THE STORE.
Model, if necessary:	T:	Tell me: WE CAN BUY THE BALLOONS AT THE STORE.
	GRP:	WE CAN BUY THE BALLOONS AT THE STORE.
	T:	WHERE CAN WE BUY THE CANDY?
Model, if necessary;	T:	Tell me: WE CAN BU THE CANDY AT THE STORE.
	GRP	WE CAN BUY THE CANDY AT THE STORE.
Ask the group:	T:	HOW ARE WE GOING TO BUY THE CAKE?
Show the picture of the cake mix. Say:	T:	WE'RE GOING TO ASK THE MAN: DO YOU HAVE A CAKE MIX?
Say:	T:	THIS IS A CAKE MIX. Repeat, please: THIS IS A CAKE MIX.
	GRP	THIS IS A CAKE MIX.
Say:	T:	WE'RE GOING TO ASK THE MAN: DO YOU HAVE A CAKE MIX? Repeat, please: DO YOU HAVE A CAKE MIX?
	GRP	DO YOU HAVE A CAKE MIX?
	T:	WE'RE GOING TO TELL HIM: WE WANT A CAKE MIX. WE WANT TO BUY A CAKE MIX.
	T:	Repeat, please: WE WANT TO BUY A CAKE MIX.
	GRP	WE WANT TO BUY A CAKE MIX.

Instructions to the teacher	Speaker	Exchange
Give out play money (coins and bills) to the children, saying:	T:	LET'S PRETEND.
Indicate the table beside you. (Have an empty box on it for cash register.) Lay the pictures on it. Say:	T:	THIS IS THE STORE.
Call one child to be storekeeper. He stands behind the table.		
Call on another child (C#2) to come to the table. Ask him:	T:	WHAT DO YOU WANT?
Model the response, if necessary:	T:	Tell me: <u>I WANT A CAKE MIX</u> (some candy, etc.).
	C#2	I WANT A CAKE MIX.
Model for C#2:	T:	Tell him: I WANT TO BUY A CAKE MIX.
	C#2	I WANT TO BUY A CAKE MIX.
Model for C#1:	T:	Ask him: DO YOU HAVE SOME MONEY?
	C#1	DO YOU HAVE SOME MONEY?
Model for C#2, if necessary:	T:	Tell him: YES, I DO.
	C#2	YES, I DO.
Model for C#2:	T:	Ask him: HOW MUCH DOES IT COST?
	C#2	HOW MUCH DOES IT COST?
Model for C#1:	T:	Tell him: IT COSTS A DOLLAR.

Instructions to the teacher	Speaker	Exchange
	C#1	IT COSTS A DOLLAR.
Help C#2 choose one of his bills. Model for him:	T:	Tell him: HERE YOU ARE. HERE'S THE DOLLAR.
C#2 hands the money to C#1:	C#2	HERE YOU ARE. HERE'S THE DOLLAR.
Model for C#1:	T:	Tell him: HERE YOU ARE. HERE'S THE CAKE MIX.
C#1 hand the picture to C#2:	C#1	HERE YOU ARE. HERE'S THE CAKE MIX.
Model for C#2:	T:	Tell him: THANK YOU.
	C#2	THANK YOU.
Call on two more children, one to be store-keeper and one to buy. Say to C#4 (the buyer).	T:	WHAT DO YOU WANT?
	C#4	I WANT SOME BALLOONS.
Model for C#4:	T:	Tell him: I WANT TO BUY SOME BALLOONS.
	C#4	I WANT TO BUY SOME BALLOONS.
Model for C#3:	T:	Ask him: DO YOU HAVE SOME MONEY?
	C#3	DO YOU HAVE SOME MONEY?
	C#4	YES, I DO.
Model for C#4:	T:	Ask him: HOW MUCH DO THEY COST?
	C#4	HOW MUCH DO THEY COST?

Instructions to the teacher	Speaker	Exchange
	T:	Tell him: THEY COST FIFTY CENTS.
	C#3	THEY COST FIFTY CENTS.
Help C#4 choose one or two of his coins. Model for him:	T:	Tell him: HERE YOU ARE. HERE'S FIFTY CENTS.
C#4 gives C#3 the coin(s):	C#4	HERE YOU ARE. HERE'S FIFTY CENTS.
Model for C#3:	T:	Tell him: HERE YOU ARE. HERE ARE THE BALLOONS.
C#3 hands the picture to C#4:	C#3	HERE YOU ARE. HERE ARE THE BALLOONS.
Model for C#4:	T:	Tell him: THANK YOU.
	C#4	THANK YOU.
Repeat the drill with every child using both "a dollar" and "fifty cents" as prices for items.		
PART II. REINFORCEMENT		
Today's reinforcement is the actual trip to the store. On the way to the store, the children should rehearse what they will say. Ask them the following questions:	T:	WHAT DO WE NEED? WHERE ARE WE GOING? WHAT ARE WE GOING TO BUY? Etc.
Model the dialogue for the children:	T:	WE'RE GOING TO ASK THE MAN: DO YOU HAVE SOME CANDY? (A cake mix, some balloons, etc.)

Instructions to the teacher	Speaker	Exchange
	T:	WE'RE GOING TO TELL THE MAN: WE WANT TO BUY A CAKE MIX. (Some balloons, some candy, etc.)
At the store, have the children ask in unison for the items they need. Example:	T:	Ask him: DO YOU HAVE A CAKE MIX? (some candy, etc.)
Model for them:	T:	Tell him: WE WANT TO BUY SOME BALLOONS. (a cake mix, some candy, some candles).
Model for them:	T:	Ask him: HOW MUCH [DOES IT / DO THEY] COST?
Model:	T:	HERE YOU ARE. HERE'S THE MONEY. (a dollar, etc.)
Model any other responses and questions that are necessary.		
Also buy cupcake papers at the store. Buy a muffin mix instead of a cake mix, because it does not need as much beating. (The children will do most of the stirring of the mix.)		

REVIEW PATTERNS: Need + NP
Possessives: 1) Nouns
2) Possessive Pronoun Adjectives
NP + help + NP + Sentence

Year 2
Week 7
Day 4
Page 1

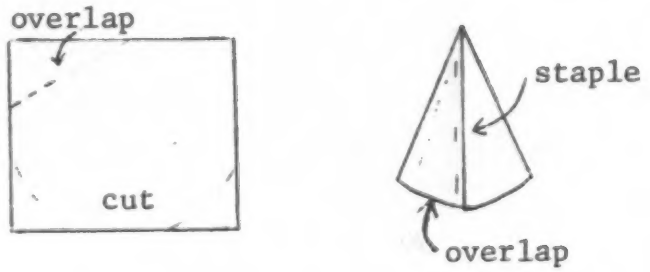
NEW PATTERNS: What color?
NP + Need + Sentence
Here/there

NEW VOCABULARY OR FORMS: Bring/brought

MATERIALS NEEDED: Pooh Bear; Materials for party hats: 12" by 16" construction paper (colored), stapler, paste, scissors, crayons; have small triangles, squares, circles, and flowers already cut out of colored paper.
Materials for setting table: toy dishes, plates and cups, saucers, forks, spoons, knives; napkins; place mats.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Have materials for making party hats on a table		
DEMONSTRATE:		
Hold up Pooh Bear. Say to the group:	T:	IT"S POOH BEAR'S BIRTHDAY TOMORROW. WE'RE GOING TO HAVE A PARTY.
Ask them:	T:	WHAT DO WE NEED? WE NEED A CAKE.
Model for them:	T:	Tell me: WE HAVE A CAKE.
	GRP	WE HAVE A CAKE.
Model:	T:	Tell me: WE BOUGHT A CAKE MIX AT THE STORE.
	GRP	WE BOUGHT A CAKE MIX AT THE STORE.
Ask:	T:	WHAT ELSE DO WE NEED?
	GRP	WE ALSO NEED SOME CANDY.
Model:	T:	Tell me: WE HAVE SOME CANDY.

Instructions to the teacher	Speaker	Exchange
Model:	T:	Tell me: WE BOUGHT THE CANDY AT THE STORE.
	GRP	WE BOUGHT THE CANDY AT THE STORE.
Repeat for balloons and candles. Then ask:	T:	WHAT ELSE DO WE NEED? WE ALSO NEED SOME PARTY HATS.
	T:	DID WE BUY SOME PARTY HATS AT THE STORE? NO, WE DIDN'T.
	T:	LET'S MAKE SOME PARTY HATS.
Ask the group:	T:	WHAT DO WE NEED?
Model the responses, if necessary:	T:	Tell me: WE NEED SOME PAPER.
	GRP	WE NEED SOME PAPER.
	T:	Tell me: WE NEED SOME PASTE.
	GRP	WE NEED SOME PASTE.
Repeat for scissors, crayons.		ETC.
Making party hats: Let the children choose sheets of paper and draw on them with crayons, or paste circles, flowers, triangles, etc., on them. Then fold the hats according to the diagram and staple. Use the following dialogue while making the hats:		
Say to child #1:	T:	WHAT ARE YOU DOING?

Instructions to the teacher	Speaker	Exchange
Model, if necessary:	T:	Tell me: I'M MAKING A PARTY HAT.
	C#1	I'M MAKING A PARTY HAT.
Help the child to choose something to draw or paste on his hat. Say to him:	T:	Tell me: I CAN [PASTE A FLOWER / DRAW A CIRCLE / etc.] ON MY PARTY HAT.
	C:	I CAN [PASTE A FLOWER / DRAW A CIRCLE / etc.] ON MY PARTY HAT.
Model for him:	T:	Tell me: MY PARTY HAT IS [BLUE. / RED / etc.]
	C:	MY PARTY HAT IS BLUE.
Model: (pointing to your own hat) Child fills in with color word.	T:	Tell me: THE TEACHER'S HAT IS....
	C:	THE TEACHER'S HAT IS RED.
Model: (pointing to another child's hat)	T:	Tell me: (Name)'S HAT IS _____.
	C:	(Name)'S HAT IS GREEN.
Continue: have him name the colors of all the other children's hats.		
Say to another child:	T:	WHAT ARE YOU DOING?
Model, if necessary:	T:	Tell me: I'M MAKING A PARTY HAT.
	C#2	I'M MAKING A PARTY HAT.

Instructions to the teacher	Speaker	Exchange
Help him to draw or paste something on his hat. Say to him:	T:	Tell me: I CAN [DRAW A SQUARE / PASTE A CIRCLE / etc.] ON MY HAT.
	C:	I CAN [DRAW A SQUARE / PASTE A CIRCLE] ON MY HAT.
Model for C#2:	T:	Tell me: MY PARTY HAT IS ORANGE. (red, etc.)
	C#2	MY PARTY HAT IS ORANGE. (red, etc.)
Point to your own hat and model:	T:	Tell me: THE TEACHER'S HAT IS _____.
Let him name the color:	C:	THE TEACHER'S HAT IS RED.
Model:	T:	Tell me: (Name)'S HAT IS _____.
Let him name the color:	C:	(Name)'S HAT IS YELLOW.
Have him name the colors to fold the hats. Staple them for the children.		
Set up a dialogue. Say to C#1:	T:	Ask him: WHAT COLOR IS YOUR HAT?
C#1 syas to another child:	C#1	WHAT COLOR IS YOUR HAT?
Model for C#2:	T:	Tell him: MY HAT IS BLUE.
	C#2	MY HAT IS BLUE.
Model for C#1:	T:	Ask him: WHAT COLOR IS (NAME)'S HAT?
C#1 says to C#2:	C#1	WHAT COLOR IS (NAME)'S HAT?

Instructions to the teacher	Speaker	Exchange
Model for C#2: (Let him name the color)	T:	Tell him: [HIS / HER] HAT IS _____.
	C#2	[HIS / HER] HAT IS PURPLE.
Model for C#2:	T:	Ask him: WHAT COLOR IS (NAME)'S HAT?
C#2 asks C#1:	C#2	WHAT COLOR IS (NAME)'S HAT?
Model for C#1, if necessary: (Let him name the color)	T:	Tell him: (NAME)'S HAT IS ....
	C#1	(NAME)'S HAT IS YELLOW.
Repeat this drill with other pairs of children.		
PART II. 2nd Exercise: SETTING THE TABLE		
Set all the party hats out of the way. Have table-setting materials stacked on a table or counter nearby. Say to the children, holding up Pooh Bear:	T:	IT'S POOH BEAR'S BIRTHDAY TOMORROW. WE'RE GOING TO HAVE A PARTY. WE WENT TO THE STORE. WE MADE PARTY HATS.
Move to the table where the dishes, etc., are stacked. Say:	T:	NOW, WHAT DO WE NEED TO DO?
	T:	WE NEED TO SET THE TABLE. Repeat, please. WE NEED TO SET THE TABLE.
	GRP	WE NEED TO SET THE TABLE.
Point to the table which is to be set		

Instructions to the teacher	Speaker	Exchange
and say:	T:	WE'RE GOING TO SET THE TABLE. Repeat, please. WE'RE GOING TO SET THE TABLE.
	GRP	WE'RE GOING TO SET THE TABLE.
	T:	WE'RE GOING TO SET THE TABLE. WHAT DO WE NEED?
Hold up a plate and say:	T:	WE NEED SOME PLATES. Repeat, please. WE NEED SOME PLATES.
	GRP	WE NEED SOME PLATES.
Hold up a cup. Say:	T:	WE NEED SOME CUPS. Repeat, please. WE NEED SOME CUPS.
	GRP	WE NEED SOME CUPS.
Repeat with all items: forks, knives, spoons, napkins, place mats.		
Take one of each item needed for setting the table and walk to the empty table. Say:	T:	I'M GOING TO SET THE TABLE.
Hold up the place mat and put it in place, saying:	T:	FIRST, I'LL PUT THE PLACE MAT HERE.
Point to it and say:	T:	I PUT THE PLACE MAT THERE!
(Note: be sure to stand back from the table when you point to the mat, so that "THERE" will be semantically correct.)		
Hold up the knife and put it in place, saying:	T:	I'LL PUT THE KNIFE HERE.

Instructions to the teacher	Speaker	Exchange
Stand back, point, and say: Repeat with the fork, spoon, napkin, and cup.	T:	I PUT THE KNIFE THERE.
Say to a child:	T:	WILL YOU HELP ME SET THE TABLE?
Model, if necessary:	T:	Tell me: YES, I WILL. I'LL HELP YOU SET THE TABLE.
	C#1	YES, I WILL. I'LL HELP YOU SET THE TABLE.
Ask him:	T:	WILL YOU BRING ME A PLACE MAT?
Model, if necessary:	T:	Tell me: YES, I WILL. I'LL BRING YOU A PLACE MAT.
	C#1	YES, I WILL. I'LL BRING YOU A PLACE MAT.
Say to the group:	T:	Tell me: [HE'LL / SHE'LL] BRING YOU A PLACE MAT.
	GRP	[HE'LL / SHE'LL] BRING YOU A PLACE MAT.
When he brings it, say to him:	T:	WHAT DID YOU BRING ME?
Model, if necessary:	T:	Tell me: I BROUGHT YOU A PLACE MAT.
Say to the group:	T:	WHAT DID [HE / SHE] BRING YOU?
	GRP	[HE / SHE] BROUGHT YOU A PLACE MAT.

Instructions to the teacher	Speaker	Exchange
Ask the child:	T:	WHERE WILL YOU PUT THE PLACE MAT?
Model, if necessary:	T:	Tell me: I'LL PUT IT HERE.
Help him to put it in place as he says:	C#1	I'LL PUT IT HERE.
Ask him:	T:	WHERE DID YOU PUT IT?
Model: (pointing)	T:	Tell me: I PUT IT THERE.
Have the child stand back, point, and say:	C#1	I PUT IT THERE.
	T:	THANK YOU.
Call on another child. Say:	T:	(NAME), WILL YOU HELP ME SET THE TABLE?
Model, if necessary:	T:	Tell me: YES, I WILL. I'LL HELP YOU SET THE TABLE.
	C#2	YES, I WILL. I'LL HELP YOU SET THE TABLE.
Ask him:	T:	WILL YOU BRING ME A KNIFE?
Model, if necessary:	T:	YES, I WILL. I'LL BRING YOU A KNIFE.
	C#2	YES, I WILL. I'LL BRING YOU A KNIFE.
Say to the group:	T:	Tell me: [HE'LL / SHE'LL] BRING YOU A KNIFE.
	GRP	[HE'LL / SHE'LL] BRING YOU A KNIFE.
When he brings it, say to him:	T:	WHAT DID YOU BRING ME?

Instructions to the teacher	Speaker	Exchange
Model, if necessary:	T:	Tell me: I BROUGHT YOU A KNIFE.
	C#2	I BROUGHT YOU A KNIFE.
Ask the group:	T:	WHAT DID [HE / SHE] BRING ME?
Model, if necessary:	T:	Tell me: [HE / SHE] BROUGHT YOU A KNIFE.
	GRP:	[HE / SHE] BROUGHT YOU A KNIFE.
Ask the child:	T:	WHERE WILL YOU PUT THE KNIFE.
Model, if necessary:	T:	Tell me: I'LL PUT IT HERE.
Help him to place it as he says:	C#2	I'LL PUT IT HERE.
Then ask him:	T:	WHERE DID YOU PUT IT?
Model (standing back and pointing):	T:	Tell me: I PUT IT THERE.
Have him stand back, point, and say:	C#2	I PUT IT THERE.
Repeat this with every child for each of the place settings until the table is completely set.		
Note: After the first time, you need not ask the child "WILL YOU HELP ME SET THE TABLE?" Just ask him to bring you an item.		

REVIEW PATTERNS: All new patterns introduced this week; EVALUATION

Year 2
Week 7
Day 5
Page 1

NEW PATTERNS: None

NEW VOCABULARY OR FORMS: Batter/cake batter
stir/stirred
bowl
eggs

MATERIALS NEEDED: Muffin mix, 2 eggs, water, cup, bowl, fork for mixing, muffin pan, cupcake papers.
Wrapped presents (small toys)
Paper hats made on Day 4.
Materials for setting table: place mats, napkins, forks, spoons, knives, plates, cups.
Pooh Bear; Balloons, already blown up; Candy.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
DEMONSTRATE:		
Have the children around the table. Have ready all the materials for mixing the cake. Hold up Pooh Bear and say:	T:	IT'S POOH BEAR'S BIRTHDAY TODAY. HE'S GOING TO HAVE A PARTY. WE NEED A CAKE. LET'S MAKE A CAKE. WHAT DO WE NEED? WE NEED A CAKE MIX.
Hold up the cake mix.	T:	HERE'S THE MIX. WHAT ELSE DO WE NEED?
"Read" off the back of the box:	T:	WE NEED A PAN. WE NEED A BOWL. WE NEED A FORK. WE NEED SOME WATER. WE NEED SOME EGGS.
Ask the group:	T:	DO WE HAVE A PAN?
Point to the pan and model:	T:	Tell me: YES, WE DO. WE HAVE A PAN.

Instructions to the teacher	Speaker	Exchange
	GRP	YES WE DO. WE HAVE A PAN.
Ask:	T:	DO WE HAVE A BOWL?
Point to the bowl. Model if necessary:	T:	Tell me: YES, WE DO. WE HAVE A BOWL.
	GRP	YES, WE DO. WE HAVE A BOWL.
	T:	DO WE HAVE A FORK? ETC..
G02 Continue with all the items needed.		
Ask the group:	T:	WILL YOU HELP ME MAKE THE CAKE?
Model if necessary:	T:	Tell me: YES, WE WILL. WE'LL HELP YOU MAKE THE CAKE.
	GRP	YES, WE WILL. WE'LL HELP YOU MAKE THE CAKE.
Say to one child:	T:	WILL YOU GIVE ME THE WATER?
Model the response:	T:	Tell me: YES, I WILL. HERE'S THE WATER.
	C#1	YES, I WILL. HERE'S THE WATER.
	T:	THANK YOU.
Put the water in the bowl. Say to another child:	T:	WILL YOU GIVE ME AN EGG?
Model, if necessary:	T:	Tell me: YES, I WILL. HERE'S THE EGG.
	C#2	YES, I WILL. HERE'S THE EGG.
Say:	T:	THANK YOU. I'LL PUT IT IN THE CUP.

Instructions to the teacher	Speaker	Exchange
Crack the egg into a cup. Then hand it to another child and say:	T:	WILL YOU PUT THE EGG IN THE BOWL?
Model the response:	T:	Tell me: YES, I WILL. I'LL PUT THE EGG IN THE BOWL.
	C#3	YES, I WILL. I'LL PUT THE EGG IN THE BOWL.
After he does so, ask him:	T:	WHAT DID YOU DO?
Model, if necessary:	T:	Tell me: I PUT THE EGG IN THE BOWL.
	C#3	I PUT THE EGG IN THE BOWL.
Ask the group:	T:	WHAT DID [HE / SHE] DO?
Model, if necessary:	GRP	[HE / SHE] PUT THE EGG IN THE BOWL.
Say to another child:	T:	WILL YOU GIVE ME THE OTHER EGG?
Model the response:	T:	Tell me: YES, I WILL. I'LL GIVE YOU THE OTHER EGG.
	C#4	YES, I WILL. I'LL GIVE YOU THE OTHER EGG.
	T:	THANK YOU. I'LL PUT IT IN THE CUP.
Crack the egg into the cup. Say to another child:	T:	WILL YOU PUT THE EGG IN THE BOWL?
Model:	T:	Tell me: YES, I WILL. I'LL PUT THE EGG IN THE BOWL.
	C#5	YES, I WILL. I'LL PUT THE EGG IN THE BOWL.
After he does so, ask him:	T:	WHAT DID YOU DO?

Instructions to the teacher	Speaker	Exchange
Model, if necessary:	T:	Tell me: I PUT THE EGG IN THE BOWL.
	C#5	I PUT THE EGG IN THE BOWL.
DEMONSTRATE: Say, stirring as you say the word STIR:	T:	I'LL <u>STIR</u> THE EGGS.
After stirring, say:	T:	I <u>STIRRED</u> THE EGGS.
Say to a child (child #6, if there are 6 in the group):	T:	WILL YOU HELP ME STIR THE EGGS?
Model the response:	T:	Tell me: YES, I WILL. I'LL HELP YOU STIR THE EGGS.
	C#6	YES, I WILL. I'LL HELP YOU STIR THE EGGS.
Say to the group:	T:	Tell me: [HE'LL / SHE'LL] HELP YOU STIR THE EGGS.
	GRP	[HE'LL / SHE'LL] HELP YOU STIR THE EGGS.
Let the child stir, then ask him:	T:	WHAT DID YOU DO?
Model the response:	T:	Tell me: I STIRRED THE EGGS.
	C#6	I STIRRED THE EGGS.
Ask the group:	T:	WHAT DID [HE / SHE] DO?
Model, if necessary:	T:	Tell me: [HE / SHE] STIRRED THE EGGS.

Instructions to the teacher	Speaker	Exchange
	GRP	[HE / SHE] STIRRED THE EGGS.
Repeat with every child, letting each one help stir the eggs and asking each one the above questions.		
Now hold up the cake mix. Say:	T:	HERE'S THE CAKE MIX. Repeat, please. HERE'S THE CAKE MIX.
	GRP	HERE'S THE CAKE MIX.
	T:	I'LL PUT THE MIX IN THE BOWL.
Empty the mix into the bowl. Say:	T:	WHAT DID I PUT IN THE BOWL?
Model, if necessary:	T:	Tell me: YOU PUT THE MIX IN THE BOWL.
	GRP	YOU PUT THE MIX IN THE BOWL.
The object of the next part is to teach the difference between MIX and BATTER. Before stirring the mix into the eggs and water, hand around the bowl and show it to each child. Say:	T:	LOOK AT THE MIX. DO YOU SEE THE MIX?
Model for each child, if necessary:	T:	Tell me: YES, I DO. I SEE THE MIX.
Now show the children as you stir the mix into the eggs and water:	T:	LOOK. I'M STIRRING THE MIX.
When the mix is well blended with the eggs and water, show it to the children and say:	T:	LOOK. NOW THIS IS CAKE BATTER.
	T:	Repeat, please: THIS IS CAKE BATTER.

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Instructions to the teacher	Speaker	Exchange
	GRP	THIS IS CAKE BATTER.
Say to one child:	T:	LOOK AT THE BATTER. DO YOU SEE THE BATTER?
Model, if necessary:	T:	Tell me: YES, I DO. I SEE THE BATTER.
	C:	YES, I DO. I SEE THE BATTER.
Repeat with every child.		
Say to the first child:	T:	WILL YOU HELP ME STIR THE BATTER?
Model the response:	T:	Tell me: YES, I WILL. I'LL HELP YOU STIR THE BATTER.
Let him help stir, then ask him:	T:	WHAT DID YOU DO?
Model, if necessary:	T:	Tell me: I STIRRED THE BATTER.
	C#1	I STIRRED THE BATTER.
Repeat this with every child, letting each help stir. Now get the pan, which is already lined with cupcake papers. Say:	T:	I'LL PUT THE BATTER IN THE PAN.
Say to the group:	T:	WILL YOU HELP ME PUT THE BATTER IN THE PAN?
Model, if necessary:	T:	Tell me: YES, WE WILL. WE'LL HELP YOU PUT THE BATTER IN THE PAN.
Put the batter in 6 or 7 of the cups; then let each child put batter in one of the remaining 5 or 6 cups. Then say:	T:	NOW I'LL PUT THE PAN IN THE OVEN.
Do so; then ask the group:	T:	WHAT DID I DO?

Instructions to the teacher	Speaker	Exchange
Model if necessary:	T:	Tell me: YOU PUT THE PAN IN THE OVEN.
	GRP	YOU PUT THE PAN IN THE OVEN.
EVALUATION: TABLE-SETTING and TALK ABOUT PARTY. This week's evaluation is built into the table-setting exercise and into discussion of the party with the children.		
EVALUATION:		
Ask the group:	T:	WILL YOU HELP ME SET THE TABLE?
Model, if necessary:	T:	Tell me: YES, WE WILL. WE'LL HELP YOU SET THE TABLE.
	GRP	YES, WE WILL. WE'LL HELP YOU SET THE TABLE.
Ask one child:	T:	(NAME), WILL YOU BRING ME THE PLACE MATS?
The child should perform correctly to show comprehension. He may also say:	C:	YES, I WILL. (or other appropriate response)
When he has brought them, ask him:	T:	WHAT DID YOU BRING ME?
He should answer:	C:	I BROUGHT YOU THE PLACE MATS.
Ask him:	T:	WILL YOU PUT THEM ON THE TABLE?
Again, he should perform correctly. Ask him:	T:	WHAT DID YOU DO?
He should answer:	C:	I PUT THEM ON THE TABLE.
Repeat this with each child, having each		

Instructions to the teacher	Speaker	Exchange
one bring you an item for setting the table. While you are setting the table (or afterwards, while waiting for the muffins to bake), ask each child the following questions:	T:	IT'S POOH BEAR'S BIRTHDAY. ARE YOU GOING TO GIVE HIM A PRESENT?
	C:	YES, I AM.
	T:	WHAT ARE YOU GOING TO GIVE HIM?
He should answer:	C:	A _____. or I'M GOING TO GIVE HIM A _____.
Ask him:	T:	DID YOU WRAP THE PRESENT?
He should answer:	C:	YES, I DID. I WRAPPED THE PRESENT.
	T:	WHERE DID YOU BUY THE PRESENT?
He should answer:	C:	I BOUGHT [IT / THE PRESENT] AT THE STORE./or/AT THE STORE.
	T:	HOW MUCH DID IT COST?
He should answer:	C:	FIFTY CENTS. or A DOLLAR. or IT COST [FIFTY CENTS. / A DOLLAR.]
	T:	WHAT DID WE BUY FOR THE PARTY?

Instructions to the teacher	Speaker	Exchange
He should answer:	C:	A CAKE. (cake mix, balloons, candy, etc) or WE BOUGHT A CAKE.(cake mix, balloons, candy, etc.)
	T:	WHO HELPED ME MAKE THE CAKE?
He should answer:	C:	I DID. or WE DID. or [I / WE] HELPED YOU (MAKE THE CAKE).
	T:	DID YOU STIR THE BATTER?
He should answer:	C:	YES, I DID. I STIRRED THE BATTER.
Be sure to ask these questions of every child. They represent the evaluation of the week's work.		
When the muffins are done and the table is set, have the children put on their paper hats and have the party. Have the balloons on the table for decoration. Use the following dialogue (as well as other dialogue relating to the week's activities):	T:	WHO MADE THIS CAKE?
Model, if necessary:	T:	Tell me: WE DID. WE MADE THIS CAKE.
	GRP	WE DID. WE MADE THIS CAKE.
Ask each of the children:	T:	WHAT COLOR IS YOUR PARTY HAT?
	C:	IT'S BLUE. or

Instructions to the teacher	Speaker	Exchange
	C:	MY PARTY HAT IS BLUE.
	T:	WHAT COLOR IS (NAME)'S HAT?
	C:	(NAME)'S HAT IS YELLOW.
Say to the group:	T:	LET'S GIVE POOH BEAR HIS PRESENTS. HERE YOU ARE, POOH BEAR. HERE ARE YOUR PRESENTS.
Unwrap the presents. Ask each child:	T:	WHAT DID YOU GIVE POOH BEAR?
	C:	I GAVE HIM A _____.
	C:	I GAVE HIM A _____.
	T:	LET'S GIVE POOH BEAR SOME CAKE.
Model for the group:	T:	Tell him: HERE YOU ARE, POOH BEAR. HERE'S SOME CAKE.
	GRP	HERE YOU ARE, POOH BEAR. HERE'S SOME CAKE.
Use other dialogue of the same type.		ETC.

ENGLISH COMPONENT
YEAR II
WEEK 8

OBJECTIVES

REVIEW: PATTERNS

SENTENCE TYPES:

1. NP + VERB + NP
   VERB: HAVE (Possession)
   Take/took
   Want

2. NP + VERB + Amount of money

   VERB: COST

3. NP + VERB + NP: Accusative + NP: Dative
   VERBS: Bring/brought
   Buy/bought
   Sell/sold

4. NP + WANT TO + S

5. NP + WILL + VP
   To express volition.

6. How much?

7. Expression of sequence of events with "First--then". First/then.

NEW PATTERNS

Measures: (handful, cup, box, bag, glass, jar, bowl, package, bottle, can) + of
Vocabulary: rice, beans, macaroni, raisins, tomato sauce, fruit, soup, grape juice, orange juice, soda pop, catsup, cereal brand names.

Verb: get (colloquial) + NP (Dative) + NP (Accusative)
Measures: (cup, box, bag, glass, jar) + ful/full

MATERIALS:

3 pounds each of rice, beans, macaroni, raisins
6 each: cups, glasses, empty boxes (small), empty bags (small), baby-food jars.
* Canned goods: tomato sauce, fruit cocktail, soup, beans.
* Bottles of : grape Kool-Aid, orange Kool-Aid, catsup, soda pop.
Cereal 6-pack.
Play money: coins
1 each: empty jar (no label), empty bottle (no label), empty can (no label), empty cereal package.
*Have 6 cans and 6 bottles in all; you will have to duplicate some of the contents.

Year 2
Week 8

REVIEW DAY

INDICATE THE NUMBER OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK:

Item 1 _____ Item 4 _____ Item 7 _____

Item 2 _____ Item 5 _____ Item 8 _____

Item 3 _____ Item 6 _____ Item 9 _____

Which drills or exercises did you repeat on the basis of this evaluation?

List the patterns you reviewed and the activities you used for each:

Did the children who were having difficulties previously appear to understand better after the review?

Year 2
Week 8
Day 1
Page 1

REVIEW PATTERNS: All Week 7 patterns
First/then for expression of sequences of events.
Past tense

NEW PATTERNS: None

MATERIALS NEEDED: Polaroid pictures of party and preparations.
Experience chart blanks.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Today you should review all forms and vocabulary words used last week in connection with the birthday party. The polaroid pictures should be pasted on heavy sheets of paper. One to a page, and arranged in sequence in a scrapbook or folder. Begin with a general discussion of the party and use the polaroid pictures to establish a sequence of actions. Example:	T: C: T: C: or GRP T: T: GRP	WHO HAD A BIRTHDAY? CAN YOU TELL ME? POOH BEAR DID. or POOH BEAR HAD A BIRTHDAY. WHAT DID WE DO? WE HAD A PARTY. WHAT DID WE DO FIRST? Tell me: FIRST WE BOUGHT SOME PRESENTS. FIRST WE BOUGHT SOME PRESENTS.

Instructions to the teacher	Speaker	Exchange
	T:	Tell me: THEN WE WRAPPED THE PRESENTS.
	GRP	THEN WE WRAPPED THE PRESENTS.
As the activities shown in the pictures come up in sequence, show the pictures and ask:	T:	WHAT DID WE DO HERE? CAN YOU TELL ME?
	C:	WE MADE THE CAKE.
NOTE: As the children respond to the questions, reword their responses to fit the patterns of week 7. Then write the responses on the experience chart. When you have listed all the activities connected with the party, drill, using the pictures and having the children pretend to read the sentences on the chart.		

REVIEW PATTERNS: First/then constructions
Has/have (possession)
This/that; these/those

Year 2
Week 8
Day 2
Page 1

NEW PATTERNS: Measures: (handful, bowl, cup, box, bag, glass + of).

NEW VOCABULARY OR FORMS: Rice, beans, macaroni, raisins.

MATERIALS NEEDED: About three pounds each of: rice, beans, macaroni, raisins (cheapest brands)
4 large bowls
(Six of each) cups, paper bags, small empty boxes, drinking glasses
(plastic preferable)
Scrapbook of polaroid pictures of party (Week 7)

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
I. REVIEW Use the scrapbook of pictures from yesterday. The responses of the children should now be written as captions under the appropriate pictures.		
Drill with the scrapbook.	T:	WE HAD A PARTY. WE HAD A PARTY FOR POOH BEAR.
Show the first picture and say:	T:	WHAT DID WE DO HERE? CAN YOU TELL ME?
Model, if necessary:	T:	Tell me: WE WRAPPED THE PRESENTS.
	GRP:	WE WRAPPED THE PRESENTS.
If there are activities not shown in the pictures, discuss those also. Use the patterns FIRST and THEN plus past tense.	T:	AND WHAT DID WE DO HERE? ¡YES! WE WENT TO THE STORE. WHAT DID WE BUY? ¡YES! FIRST WE BOUGHT A CAKE MIX. THEN WE BOUGHT SOME CANDLES. ETC...

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Instructions to the teacher	Speaker	Exchange
II. INTRODUCTION Have a table with four large bowls on it, containing rice, beans, macaroni, and raisins. Also have at hand the cups, boxes, bags, and glasses. Have the children standing around the table. Put a handful of rice on the table. Say:	T:	THIS IS RICE.
Have the children examine the rice and repeat:	T:	Repeat, please: THIS IS RICE.
	GRP	THIS IS RICE
Put a handful of beans on the table. Say:	T:	THESE ARE BEANS.
Have children examine and repeat:	T:	Repeat, please: THESE ARE BEANS.
	GRP	THESE ARE BEANS.
Put a handful of macaroni on the table. Say:	T:	THIS IS MACARONI.
Have them examine and repeat:	T:	Repeat, please: THIS IS MACARONI.
	GRP	THIS IS MACARONI.
Put a handful of raisins on the table. Say:	T:	THESE ARE RAISINS.
Have them examine and repeat:	T:	Repeat, please: THESE ARE RAISINS.
	GRP	THESE ARE RAISINS.
NOTE: The children must be very close to the objects, or actually touching them, in order for "THIS" to be correct.		

Instructions to the teacher	Speaker	Exchange
Now have the children sit down. Point to the rice on the table (not the rice in the bowl) or hold it where they can see it, and say:	T:	WHAT IS THIS?
Model:	T:	Tell me: THAT'S RICE.
	GRP	THAT'S RICE.
Point to or hold out the beans and say:	T:	WHAT ARE THESE?
Model:	T:	Tell me: THOSE ARE BEANS.
	GRP	THOSE ARE BEANS.
Do the same with the raisins and macaroni. Drill until you are sure the children know the name of each thing.		ETC.
Now pick up the bowl of rice and say:	T:	THIS IS A BOWL OF RICE.
Bring the bowl over to the children. Show it to child #1 and say:	T:	THIS IS A BOWL OF RICE.
Ask him:	T:	WHAT IS THIS?
Model, if necessary:	T:	Tell me: THAT'S A BOWL OF RICE.
	C#1	THAT'S A BOWL OF RICE.
Show the bowl to the next child and say:	T:	THIS IS A BOWL OF RICE.
	T:	WHAT IS THIS?

Instructions to the teacher	Speaker	Exchange
Model, if necessary:	T:	Tell me: THAT'S A BOWL OF RICE.
Repeat this with every child.	C#2	THAT'S A BOWL OF RICE.
Return the bowl of rice to the table. Pick up the bowl of beans and say:	T:	THIS IS A BOWL OF BEANS.
Bring the bowl to the children. Show it to child #1 and say:	T:	THIS IS A BOWL OF BEANS.
	T:	WHAT IS THIS?
Model, if necessary:	T:	Tell me: THAT'S A BOWL OF BEANS.
	C#1	THAT'S A BOWL OF BEANS.
Repeat this with every child.		
Return the bowl of beans to the table. Pick up the bowl of macaroni and say:	T:	THIS IS A BOWL OF MACARONI.
Bring the bowl to the children. Show it to child #1 and say:	T:	THIS IS A BOWL OF MACARONI.
	T:	WHAT IS THIS?
	C:	THAT'S A BOWL OF MACARONI.
Repeat with every child.		
Return the bowl of macaroni to the table. Pick up the bowl of raisins and say:	T:	THIS IS A BOWL OF RAISINS.
Bring the bowl to the children. Show it		

Instructions to the teacher	Speaker	Exchange
to child #1 and say:	T:	THIS IS A BOWL OF RAISINS.
	T:	WHAT IS THIS?
	C:	THAT'S A BOWL OF RAISINS.
Return the bowl of raisins to the table. Bring the bowl of rice to the children and say to them:	T:	THIS IS A BOWL OF RICE.
Take a handful of the rice, hold it up, and say:	R:	THIS IS A HANDFUL OF RICE. THIS IS A HANDFUL OF RICE.
Say to child #1:	T:	(NAME), TAKE A HANDFUL OF RICE.
After he does so, say:	T:	Tell them: I HAVE A HANDFUL OF RICE.
	C#1	I HAVE A HANDFUL OF RICE.
Have him show the rice to the child next to him. Say:	T:	SHOW [HIM / HER] YOUR RICE.
Say to child #2:	T:	Ask him: WHAT DO YOU HAVE?
	C#2	WHAT DO YOU HAVE?
Say to child #1:	T:	Tell him: I HAVE A HANDFUL OF RICE.
	C#1	I HAVE A HANDFUL OF RICE.
Ask the group:	T:	WHAT DOES [HE / SHE] HAVE?
Model:	T:	Tell me: [HE / SHE] HAS A HANDFUL OF RICE.

Instructions to the teacher	Speaker	Exchange
	GRP	[HE / SHE] HAS A HANDFUL OF RICE.
Have child #1 put the rice back in the bowl. Say to child #2:		(NAME), TAKE A HANDFUL OF RICE.
	C#2	I HAVE A HANDFUL OF RICE.
Have him show the rice to child #3. Say:	T:	SHOW [HIM / HER] YOUR RICE.
Say to child #3:	T:	Ask him: WHAT DO YOU HAVE?
	C#3	WHAT DO YOU HAVE?
Say to child #2:	T:	Tell him: I HAVE A HANDFUL OF RICE.
	C#2	I HAVE A HANDFUL OF RICE.
Say to the group:	T:	WHAT DOES [HE / SHE] HAVE?
Model:	T:	Tell me: [HE / SHE] HAS A HANDFUL OF RICE.
	GRP	[HE / SHE] HAS A HANDFUL OF RICE.
Have the child #2 put the rice back in the bowl. Continue the drill with every child.		
Now return the bowl of rice to the table. Bring the bowl of beans and say:	T:	THIS IS A BOWL OF BEANS.

Instructions to the teacher	Speaker	Exchange
Take a handful and say:	T:	THIS IS A HANDFUL OF BEANS. THIS IS A HANDFUL OF BEANS
Continue the drill exactly as with the rice, repeating it with every child.		ETC...
Do the same exercise with the macaroni and the raisins, repeating it with every child with each item.		
Now hold up a cup and say:	T:	THIS IS A CUP.
Dip the cup into the rice. Show the full cup to the children and say:	T:	THIS IS A CUP OF RICE. THIS IS A CUP OF RICE.
Bring the bowl to the children. Hand the cup to child #1 and say:	T:	TAKE A CUP OF RICE.
After he does so, say:	T:	Tell them: I HAVE A CUP OF RICE.
	C#1	I HAVE A CUP OF RICE.
Have him show the rice to child #2:	T:	SHOW [HIM / HER] YOUR RICE.
Say to child #2:	T:	Ask him: WHAT DO YOU HAVE?
	C#2	WHAT DO YOU HAVE?
Say to child #1:	T:	Tell him: I HAVE A CUP OF RICE.
	C#1	I HAVE A CUP OF RICE.
Say to the group:	T:	WHAT DOES [HE / SHE] HAVE?

Instructions to the teacher	Speaker	Exchange
Model:	T:	Tell me: [HE / SHE] HAS A CUP OF RICE.
	GRP	[HE / SHE] HAS A CUP OF RICE.
Repeat this drill with every child. Repeat the same drill using the cup with the beans, macaroni, and raisins, repeating it with every child with each item.		
Now hold up a box and say:	T:	THIS IS A BOX.
	T:	I'LL PUT SOME BEANS IN THE BOX.
Show the children the full box and say:	T:	THIS IS A BOX OF BEANS. THIS IS A BOX OF BEANS.
Bring an empty box and the bowl of beans to the children. Say to child #1:	T:	PUT SOME BEANS IN THE BOX.
After he does so, say:	T:	Tell them: I HAVE A BOX OF BEANS.
	C#1	I HAVE A BOX OF BEANS.
Have him show them to child #2:	T:	SHOW [HIM / HER] YOUR BEANS.
Say to child #2:	T:	Ask him: I HAVE A BOX OF BEANS.
	C#1	I HAVE A BOX OF BEANS.
Say to the group:	T:	WHAT DOES [HE / SHE] HAVE?
Model:	T:	Tell me: [HE / SHE] HAS A BOX OF BEANS.

Instructions to the teacher	Speaker	Exchange
Continue the drill with every child.		ETC...
Do the same exercise using the box with the rice, macaroni, and raisins. Repeat the drill with every child with each item.		
Now hold up a paper bag. Say:	T:	THIS IS A BAG.
	T:	I'LL PUT SOME MACARONI IN THE BAG.
Show the children the full bag and say:	T:	THIS IS A BAG OF MACARONI. THIS IS A BAG OF MACARONI.
Bring an empty bag and the bowl to the children. Say to child #1:	T:	PUT SOME MACARONI IN THE BAG.
After he does so, say:	T:	Tell them: I HAVE A BAG OF MACARONI.
	C#1	I HAVE A BAG OF MACARONI.
Have him show the macaroni to child #2:	T:	SHOW [HIM / HER] YOUR MACARONI.
Say to child #2:	T:	Ask him: WHAT DO YOU HAVE?
	C#2	WHAT DO YOU HAVE?
Say to child #1:	T:	Tell him: I HAVE A BAG OF MACARONI.
	C#1	I HAVE A BAG OF MACARONI.
Say to the group:	T:	WHAT DOES [HE / SHE] HAVE?
	GRP	[HE / SHE] HAS A BAG OF MACARONI.

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Instructions to the teacher	Speaker	Exchange
Continue the drill with every child.		ETC...
Do the same exercise using the bag with the rice, beans, and raisins. Repeat the drill with every child with each item.		
III. REINFORCEMENT		
Give each child a cup. Call child #1 to the table. Ask him:	T:	WHAT DO YOU WANT?
Model:	T:	Tell me: I WANT A CUP OF _____.
(Allow the child to choose).	C:	I WANT A CUP OF BEANS.
	T:	YOU CAN HAVE A CUP OF BEANS.
Have the child take the beans and sit down. Call child #2 to the table:	T:	WHAT DO YOU WANT?
Model:	T:	Tell me: I WANT A CUP OF _____.
	C:	I WANT A CUP OF RICE.
	T:	YOU CAN HAVE A CUP OF RICE.
Have him take the rice and sit down. Call on every other child and allow him to choose something.		
When all are seated, ask child #1:	T:	(NAME), WHAT DO YOU HAVE?
Model, if necessary:	T:	Tell me: I HAVE A CUP OF BEANS.
	C#1	I HAVE A CUP OF BEANS.

Instructions to the teacher	Speaker	Exchange
Ask the group:	T:	WHAT DOES [HE / SHE] HAVE?
	GRP	[HE / SHE] HAS A CUP OF BEANS.
Point to another child's cup and ask child #1:	T:	WHAT DOES [HE / SHE] HAVE?
Model, if necessary:	T:	Tell me: [HE / SHE] HAS A CUP OF MACARONI.
	C#1	[HE / SHE] HAS A CUP OF MACARONI.
Point to another child's cup and ask child #1:	T:	WHAT DOES [HE / SHE] HAVE?
	C#1	[HE / SHE] HAS A CUP OF RAISINS.
Ask child #2:	T:	(NAME), WHAT DO YOU HAVE?
	C#2	I HAVE A CUP OF RICE.
Ask the group:	T:	WHAT DOES [HE / SHE] HAVE?
	GRP	[HE / SHE] HAS A CUP OF RICE.
Point to another child's cup and ask		

Instructions to the teacher	Speaker	Exchange
child #2:	T:	WHAT DOES [HE / SHE] HAVE?
Model, if necessary:	T:	Tell me: [HE / SHE] HAS A CUP OF RAISINS.
	C#2	[HE / SHE] HAS A CUP OF RAISINS.
Point to another child's cup and ask child #2:	T:	WHAT DOES [HE / SHE] HAVE?
	C#2	[HE / SHE] HAS A CUP OF BEANS.
Repeat this drill with every child.		
Now have the children empty their cups into the proper bowls. Say to each one:	T:	(NAME), YOU CAN PUT YOUR [RICE / BEANS / ETC.] IN THE BOWL.
Now give each child a bag. Call child #1 to the table and say:	T:	WHAT DO YOU WANT?
Model:	T:	Tell me: I WANT A BAG OF _____.
(Allow the child to choose.)	C#1	I WANT A BAG OF RAISINS.
	T:	YOU CAN HAVE A BAG OF RAISINS.
Have him take the raisins and sit down. Call on every child and repeat.		ETC...

Instructions to the teacher	Speaker	Exchange
When all are seated, say to one child:	T:	(NAME), WHAT DO YOU HAVE?
Repeat the same drill as above.		ETC...
Have the children empty their bags into the proper bowls.		
Now give each child a box. Call child #1 to the table and say:	T:	WHAT DO YOU WANT?
Model:	T:	Tell me: I WANT A BOX OF _____.
	C#1	I WANT A BOX OF MACARONI.
	T:	YOU CAN HAVE A BOX OF MACARONI.
Have each child choose something and sit down. When all are seated, say to one child:	T:	(NAME), WHAT DO YOU HAVE?
Repeat the same drill as above.		ETC...
Have the children empty their boxes into the proper bowls.		
Now give each child a glass and repeat the same drill.		

REVIEW PATTERNS: Measures: handful, box, bag, cup (+ of)
This/that; these/those.

NEW PATTERNS: Measures: jar, bottle, can, package, (+ of)

NEW VOCABULARY OR FORMS: Tomato sauce, fruit, soup, grape juice, orange juice, soda pop, catsup. Cereal brand names.

MATERIALS NEEDED: Large bowls of rice, beans, macaroni, raisins; 6 cups of each, empty boxes, empty bags; cans of tomatoe sauce, fruit cocktail, soup, beans; bottles of soda pop, catsup, grape Kool-Aid, orange Kool-Aid; 6-pack of Kellogg's or Post cereals; baby-food jars containing rice, macaroni, beans, and raisins. (Have six of each container; you will have to duplicate the contents in some cases).

Year 2
Week 8
Day 3
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PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
DEMONSTRATE:		
Have the bowls of rice, beans, macaroni, and raisins and the boxes, bags, and cups on a table near you and the children. Have other materials on another table.		
Show the children the bowl of rice. Say:	T:	WHAT'S THIS?
Model, if necessary:	T:	Tell me: THAT'S A BOWL OF RICE.
	GRP	THAT'S A BOWL OF RICE.
Show the bowl of macaroni. Say:	T:	WHAT'S THIS?
Model, if necessary:	T:	Tell me: THAT'S A BOWL OF MACARONI.
	GRP	THAT'S A BOWL OF MACARONI.
Repeat with the beans and the raisins.		
Now take a handful of rice and show it to the group. Say:	T:	WHAT DO I HAVE?

Instructions to the teacher	Speaker	Exchange
Model, if necessary:	T:	Tell me: YOU HAVE A HANDFUL OF RICE.
	GRP	YOU HAVE A HANDFUL OF RICE.
Take a handful of beans. Say:	T:	WHAT DO I HAVE?
Model, if necessary:	T:	Tell me: YOU HAVE A HANDFUL OF BEANS.
	GRP	YOU HAVE A HANDFUL OF BEANS.
Repeat with the macaroni and the raisins.		ETC.
Quickly review the other measures in the same way. Take a cup of rice and ask:	T:	WHAT DO I HAVE?
	GRP	YOU HAVE A CUP OF RICE.
Take a cup of beans:	T:	WHAT DO I HAVE?
	GRP	YOU HAVE A CUP OF PEANS.
Repeat for macaroni and raisins, and repeat the drill with boxes and bags.		ETC...
Now mix the containers and the items. Say to the children:	T:	(NAME), YOU CAN TAKE A HANDFUL OF BEANS.
	T:	(NAME), YOU CAN TAKE A CUP OF RICE.
	T:	(NAME), YOU CAN TAKE A BAG OF MACARONI.
	T:	(NAME), YOU CAN TAKE A BOX OF RAISINS.
	T:	(NAME), YOU CAN TAKE A BAG OF BEANS.

Instructions to the teacher	Speaker	Exchange
When each child has done as you have suggested, ask each one in turn:	T:	WHAT DO YOU HAVE?
Model, if necessary:	T:	Tell me: I HAVE A [BOX / BAG / ETC.] OF [BEANS / RICE / ETC.] .
	C#1	I HAVE A [BOX / BAG / ETC.] OF [BEANS. / RICE / ETC.]
Ask child #1, pointing to child #2:	T:	WHAT DOES [HE / SHE] HAVE?
Model, if necessary:	T:	Tell me: [HE / SHE] HAS A [BAG / BOX / ETC.] OF [RICE. / BEANS / ETC.]
	C#1	HE HAS A [BAG / BOX / ETC.] OF [RICE. / BEANS. / ETC.]
Ask child #2, pointing to child #3:	T:	WHAT DOES HE / SHE HAVE?
Model, if necessary:	T:	Tell me: [HE / SHE] HAS A [HANDFUL / CUP / ETC.] OF [MACARONI. / RAISINS / ETC.]
	C#2	HE / SHE HAS A [HANDFUL / CUP / ETC.] OF [MACARONI. / RAISINS / ETC.]
Continue with every child.		

Instructions to the teacher	Speaker	Exchange
Ask the group:	T:	WHAT DO I HAVE?
Model, if necessary:	T:	Tell me: YOU HAVE A HANDFUL OF MACARONI.
	GRP	YOU HAVE A HANDFUL OF MACARONI.
Ask the group, pointing to child #1:	T:	WHAT DOES [HE / SHE] HAVE?
	GRP	[HE / SHE] HAS A [BOX / BAG / ETC.] OF [BEANS. / RICE / ETC.]
Ask the group this question about each child:		
Have the group empty their containers into the proper bowls or put them on the table.		
Have the group come to the second table. Hold up a can and say:	T:	THIS IS A CAN.
Model:	T:	Tell me: THAT'S A CAN.
	GRP	THAT'S A CAN.
Hold up a jar and say:	T:	THIS IS A JAR.
Model:	T:	Tell me: THAT'S A JAR.
	GRP	THAT'S A JAR.
Do the same with a bottle, and with the		

Instructions to the teacher	Speaker	Exchange
package of cereals.		
Now hold up a can of tomato sauce. Say:	T:	THIS IS A CAN OF TOMATO SAUCE. THIS IS A CAN OF TOMATO SAUCE.
Model:	T:	Tell me: THAT'S A CAN OF TOMATO SAUCE.
	GRP	THAT'S A CAN OF TOMATO SAUCE.
Say to one child:	T:	HERE. YOU CAN HAVE THE CAN OF TOMATO SAUCE.
Have him show the can to child #2:	T:	SHOW [HIM / HER] YOUR CAN OF TOMATO SAUCE.
Say to child #2:	T:	Ask him: WHAT DO YOU HAVE?
	C#2	WHAT DO YOU HAVE?
Say to child #1:	T:	Tell him: I HAVE A CAN OF TOMATO SAUCE.
	C#1	I HAVE A CAN OF TOMATO SAUCE.
Say to the group:	T:	WHAT DOES [HE / SHE] HAVE?
Model:	T:	Tell me: [HE / SHE] HAS A CAN OF TOMATO SAUCE.
	GRP	[HE / SHE] HAS A CAN OF TOMATO SAUCE.
Hold up the can of fruit. Say:	T:	THIS IS A CAN OF FRUIT. THIS IS A CAN OF FRUIT.
Model:	T:	Tell me: THAT'S A CAN OF FRUIT.

Instructions to the teacher	Speaker	Exchange
	GRP	THAT'S A CAN OF FRUIT.
Say to one child:	T:	HERE. YOU CAN HAVE THE CAN OF FRUIT.
Have him show the can to another child:	T:	SHOW [HIM / HER] YOUR CAN OF FRUIT.
Say to child #2:	T:	Ask him: WHAT DO YOU HAVE?
	C#2	WHAT DO YOU HAVE?
Say to child #1:	T:	Tell him: I HAVE A CAN OF FRUIT.
	C#1	I HAVE A CAN OF FRUIT.
Say to the group:	T:	WHAT DOES [HE / SHE] HAVE?
Model:	T:	Tell me: [HE / SHE] HAS A CAN OF FRUIT.
	GRP	[HE / SHE] HAS A CAN OF FRUIT.
Do the same with the can of soup and the can of beans. Then have the children put all the cans on the table.		
Now hold up a jar and say:	T:	THIS IS A JAR OF RICE. THIS IS A JAR OF RICE.
	T:	Tell me: THAT'S A JAR OF RICE.
	GRP	THAT'S A JAR OF RICE.
Say to one child:	T:	HERE. YOU CAN HAVE THE JAR OF RICE.

Instructions to the teacher	Speaker	Exchange
Repeat the drill as above. Do the same with the jar of macaroni, the jar of beans, and the jar of raisins. Then have the children put the jars on the table.		
Now hold up one of the packaged cereals and say:	T:	THIS IS A PACKAGE OF CORN FLAKES. THIS IS A PACKAGE OF CORN FLAKES.
Model:	T:	Tell me: THAT'S A PACKAGE OF CORN FLAKES.
	GRP	THAT'S A PACKAGE OF CORN FLAKES.
Say to one child:	T:	HERE. YOU CAN HAVE THE PACKAGE OF CORN FLAKES.
Repeat the same drill as above.		
Hold up another of the cereals and say:	T:	THIS IS A PACKAGE OF RICE KRISPIES. THIS IS A PACKAGE OF RICE KRISPIES.
Model:	T:	Tell me: THAT'S A PACKAGE OF RICE KRISPIES.
	GRP	THAT'S A PACKAGE OF RICE KRISPIES.
Say to one child:	T:	HERE. YOU CAN HAVE THE PACKAGE OF RICE KRISPIES.
Repeat the same drill as above. Repeat with each of the cereals. Then have the children put them on the table.		
Hold up a bottle of soda pop. Say:	T:	THIS IS A BOTTLE OF SODA POP. THIS IS A BOTTLE OF SODA POP.

Instruction to the teacher	Speaker	Exchange
Model:	T:	Tell me: THAT'S A BOTTLE OF SODA POP.
	GRP	THAT'S A BOTTLE OF SODA POP.
Say to one child:	T:	HERE. YOU CAN HAVE THE BOTTLE OF SODA POP.
Repeat the same drill as above.		
Repeat for the ketchup, "grape juice," and "orange juice." Then have the children put the bottles on the table.		
Have all the cans lined up on the table. Call up one child. Point to the cans and say:	T:	WHAT DO YOU WANT?
Model:	T:	Tell me: I WANT A CAN OF _____.
Allow the child to choose; but if he has difficulty remembering "SOUP," "FRUIT," etc., model for him.	C:	I WANT A CAN OF SOUP.
	T:	YOU CAN HAVE A CAN OF SOUP.
Call on every other child and allow him to choose a can of something.		
When all are seated, ask child #1:	T:	(NAME), WHAT DO YOU HAVE?
Model, if necessary:	T:	Tell me: I HAVE A CAN OF SOUP.
	C#1	I HAVE A CAN OF SOUP.
Ask the group:	T:	WHAT DOES [HE / SHE] HAVE?

REINFORCEMENT

Instructions to the teacher	Speaker	Exchange
Model, if necessary:	T:	Tell me: [HE / SHE] HAS A CAN OF SOUP.
	GRP	[HE / SHE] HAS A CAN OF SOUP.
Repeat the same drill with each child.		
Have the children return the cans to the table. Now line up the bottles and ask child #1:	T:	WHAT DO YOU WANT?
Model:	T:	Tell me: I WANT A BOTTLE OF _____.
Allow the child to choose if possible.	C:	I WANT A BOTTLE OF SODA POP.
Allow each child to choose a bottle of something.	T:	YOU CAN HAVE A BOTTLE OF SODA POP.
When all are seated, ask child #1:	T:	(NAME), WHAT DO YOU HAVE?
Repeat the same drill as above, with every child.		
Have the children return the bottles to the table. Now line up the packages of cereal and ask child #1:	T:	WHAT DO YOU WANT?
Model:	T:	Tell me: I WANT A PACKAGE OF _____.
Allow the child to complete the sentence if possible; if not, model:	C:	I WANT A PACKAGE OF RICE KRISPIES.
	T:	YOU CAN HAVE A PACKAGE OF RICE KRISPIES.

Instructions to the teacher	Speaker	Exchange
Let every child choose a package of cereal.		
When all are seated, ask child #1:	T:	(NAME), WHAT DO YOU HAVE?
Repeat the same drill as above, with every child.		
Now line up the jars and say to child #1:	T:	WHAT DO YOU WANT?
Model:	T:	Tell me: I WANT A JAR OF _____.
	C:	I WANT A JAR OF MACARONI.
Let every child choose a jar of something. When they are seated, ask child #1:	T:	(NAME), WHAT DO YOU HAVE?
Repeat the same drill as above, with every child.		

REVIEW PATTERNS: All measures so far: (cup, handful, box, bag, jar, bowl, package, bottle, can, and of).
Want + embedded sentence
Cost/costs, buy/bought, sell/sold
How much
Bring/brought
Take/took
Will (volition)

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NEW VOCABULARY OR FORMS: None

MATERIALS NEEDED: All materials from yesterday.
Play money: coins.
Have the boxes, bags, cups and jars already filled with rice, macaroni, beans and raisins, for use in the "store" situation.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Have all the containers and items on one table.		
Say to child #1:	T:	(NAME), WALK TO THE TABLE.
	T:	TAKE A CAN OF BEANS.
After he does so, ask:	T:	WHAT DID YOU TAKE?
Model, if necessary:	T:	Tell me: I TOOK A CAN OF BEANS.
	C#1	I TOOK A CAN OF BEANS.
Ask the group:	T:	WHAT DID [HE / SHE] TAKE?
Model, if necessary:	T: n	Tell me: [HE / SHE] TOOK A CAN OF BEANS.
	GRP	[HE / SHE] TOOK A CAN OF BEANS.

Instructions to the teacher	Speaker	Exchange
Say to another child:	T:	(NAME), WALK TO THE TABLE.
	T:	TAKE A CUP OF RICE.
After he does so, ask:	T:	WHAT DID YOU TAKE?
	C:	I TOOK A CUP OF RICE.
Ask the group:	T:	WHAT DID [HE / SHE] TAKE?
	GRP	[HE / SHE] TOOK A CUP OF RICE.
Repeat this drill with all the children several times, so that each goes to the table about three times. Name as many different measures and items as possible, so as to review thoroughly.		
Have the children return all objects to the table. Then say to one child:	T:	(NAME), WILL YOU BRING ME A BAG OF RAISINS?
Model:	T:	Tell me: YES, I WILL. I'LL BRING YOU A BAG OF RAISINS.
	C:	YES, I WILL. I'LL BRING YOU A BAG OF RAISINS.
When he brings it, ask:	T:	WHAT DID YOU BRING ME?
Model, if necessary:	T:	Tell me: I BROUGHT YOU A BAG OF RAISINS.
	C:	I BROUGHT YOU A BAG OF RAISINS.
Say to the group:	T:	WHAT DID [HE / SHE] BRING ME?

Instructions to the teacher	Speaker	Exchange
Model, if necessary:	T:	Tell me: [HE / SHE] BROUGT YOU A BAG OF RAISINS.
	GRP	[HE / SHE] BROUGHT YOU A BAG OF RAISINS.
Ask another child:	T:	(NAME), WILL YOU BRING ME A HANDFUL OF BEANS?
	T:	Tell me: YES, I WILL. I'LL BRING YOU A HANDFUL OF BEANS.
When he brings it, ask:	T:	WHAT DID YOU BRING ME?
Model, if necessary:	T:	Tell me: I BROUGHT YOU A HANDFUL OF BEANS.
	C:	I BROUGHT YOU A HANDFUL OF BEANS.
Ask the group:	T:	WHAT DID [HE / SHE] BRING ME?
Model, if necessary:	T:	Tell me: [HE / SHE] BROUGHT YOU A HANDFUL OF BEANS.
	GRP	[HE / SHE] BROUGHT YOU A HANDFUL OF BEANS.
Again, repeat this drill several times, calling on each child two or three times. If a child has difficulty in choosing the right thing to bring, help him choose it.		
Now remove the following objects to a second table: the jars, boxes, bags, packages of cereal, bottles, and cans.		

Instructions to the teacher	Speaker	Exchange
Have an empty box for cash register. Give each child play money, coins. II REINFORCEMENT		
Stand by the table on which you have all the grocery items arranged and say:	T:	THIS IS A STORE.
Call a child to help you. Tell the others:	T:	(NAME) IS THE [MAN / LADY] AT THE STORE.
Call on another child, telling him:	T:	(NAME), YOU CAN GO TO THE STORE.
Say to this child:	T:	Ask him: DO YOU HAVE SOME RICE?
	C#2	DO YOU HAVE SOME RICE?
Say to child #1:	T:	Tell him: YES, I DO. I HAVE BAGS OF RICE.
	C#1	YES, I DO. I HAVE BAGS OF RICE.
Say to child #2:	T:	Tell him: I WANT TO BUY ONE.
	C#2	I WANT TO BUY ONE.
Say to child #1:	T:	Tell him: HERE YOU ARE. HERE'S A BAG OF RICE.
	C#1	HERE YOU ARE. HERE'S A BAG OF RICE.
Say to child #2:	T:	Ask him: HOW MUCH DOES IT COST?
	C#2	HOW MUCH DOES IT COST?

Instructions to the teacher	Speaker	Exchange
Say to child #1:	T:	Tell him: IT COSTS [TEN / TWENTY / FIFTY / ETC.] CENTS.
	C#1	IT COSTS [TEN / TWENTY / FIFTY / ETC.] CENTS
Say to the group.	T:	Ask him: WHAT DID YOU BUY?
	GRP	WHAT DID YOU BUY?
Model for child #2:	T:	Tell them: I BOUGHT A BAG OF RICE.
	C#2	I BOUGHT A BAG OF RICE.
Point to child #1 and say to the group:	T:	Ask him: WHAT DID YOU SELL [HIM / HER] ?
	GRP	WHAT DID YOU SELL [HIM / HER] ?
Model for child #1:	T:	Tell them: I SOLD [HIM / HER] A BAG OF RICE.
	C#1	I SOLD [HIM / HER] A BAG OF RICE.
Call on two more children, one to be storekeeper. Say to him:	T:	(NAME), YOU CAN BE THE [MAN / WOMAN] AT THE STORE.

Instructions to the teacher	Speaker	Exchange
Say to the other:	T:	(NAME), YOU CAN GO TO THE STORE.
Model for child #2:	T:	Ask him: DO YOU HAVE SOME SOUP?
	C#2	DO YOU HAVE SOME SOUP?
Say to child #1:	T:	Tell him: YES, I DO. I HAVE CANS OF SOUP.
	C#1	YES, I DO. I HAVE CANS OF SOUP.
Say to child #2:	T:	Tell him: I WANT TO BUY ONE.
	C#2	I WANT TO BUY ONE.
Say to child #1:	T:	Tell him: HERE YOU ARE. HERE'S A CAN OF SOUP.
	C#1	HERE YOU ARE. HERE'S A CAN OF SOUP.
Say to child #2:	T:	Ask him: HOW MUCH DOES IT COST?
	C#2	HOW MUCH DOES IT COST?
Say to child #1:	T:	Tell him: IT COSTS [TEN / TWENTY / FIFTY / ETC.] CENTS.
	C#1	IT COSTS [TEN / TWENTY / FIFTY / ETC.] CENTS.
Say to child #2:	T:	Tell him: HERE YOU ARE. HERE'S [TEN / TWENTY / FIFTY / ETC.] CENTS.

Instructions to the teacher	Speaker	Exchange
	C#2	HERE YOU ARE. HERE'S [TEN / TWENTY / FIFTY / ETC.] CENTS.
Have child #2 return to the group. Say to the group:	T:	Tell them: WHAT DID YOU BUY?
	GRP	WHAT DID YOU BUY?
Model for child #2:	T:	Tell them: I BOUGHT A CAN OF SOUP.
	C#2	I BOUGHT A CAN OF SOUP.
Point to child #1 and say to the group:	T:	Ask him: WHAT DID YOU SELL [HIM / HER] ?
	GRP	WHAT DID YOU SELL [HIM / HER] ?
Model for child #1:	T:	Tell them: I SOLD [HIM / HER] A CAN OF SOUP.
	C#1	I SOLD [HIM / HER] A CAN OF SOUP.
Repeat this drill many times. There is no reinforcement planned for today. Towards the end of the session, try to let the children respond on their own, but if they have any difficulty, immediately model the response for them.		
NOTE: Remember that when the children make mistakes, you must repeat the sentence		

Instructions to the teacher	Speaker	Exchange
correctly ("That's right! I BOUGHT A CAN OF BEANS.") and then have the child say it correctly after you.	T:	Tell me: I BOUGHT A CAN OF BEANS.
	C:	I BOUGHT A CAN OF BEANS.

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REVIEW PATTERNS: Measures: (handful, cup, bowl, box, bag, jar, package, bottle, can and of)
Will (volition)

Year 2
Week 8
Day 5
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NEW PATTERNS: Get /got/getting = "acquire" and "fetch".
Measures + ful (cupful, boxful, bagful, jarful)

MATERIALS NEEDED: All materials from yesterday (all containers and items; play money)
For evaluation: same materials, plus: 1 empty jar, no label
1 empty can, no label
1 empty cereal package
1 empty bottle, no label

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Have one table set up as a store with full boxes, bags, jars, bottles, packages, and cans. Also a second table with all the other items on it. Children seated in a circle. Have one child standing at the table as storekeeper.		
DEMONSTRATE:	T:	I'M GOING TO GO TO THE STORE.
Model for the group:	T:	Ask me: WHAT ARE YOU GOING TO <u>GET</u>?
	GRP	WHAT ARE YOU GOING TO GET?
	T:	I'M GOING TO GET SOME RICE.
Walk to the "store", without dialogue, take a box, bag, etc. of rice and pay the storekeeper. Come back to the group and say:	T:	Ask me: WHAT DID YOU GET?
	GRP	WHAT DID YOU GET?
	T:	I <u>GOT</u> SOME RICE. WHAT DID I GET?

Instructions to the teacher	Speaker	Exchange
Model for the group:	T:	Tell me: YOU GOT SOME RICE.
	GRP	YOU GOT SOME RICE.
Now tell one of the children:	T:	(NAME), YOU CAN GO TO THE STORE.
Before he goes, say to the group:	T:	Ask him: WHAT ARE YOU GOING TO GET?
	GRP	WHAT ARE YOU GOING TO GET?
Model the response:	T:	Tell them: I'M GOING TO GET SOME TOMATO SAUCE.
	C:	I'M GOING TO GET SOME TOMATO SAUCE.
Have him walk to the table, select a can of tomato sauce and pay the store-keeper.		
When he returns, say to the group:	T:	Ask him: WHAT DID YOU GET?
	GRP	WHAT DID YOU GET?
Model the response:	T:	Tell them: I GOT SOME TOMATO SAUCE
	C:	I GOT SOME TOMATO SAUCE.
Ask the group:	T:	WHAT DID [HE / SHE] GET?
Model, if necessary:	T:	Tell me: [HE / SHE] GOT SOME TOMATO SAUCE.
	GRP	[HE / SHE] GOT SOME TOMATO SAUCE.

Instructions to the teacher	Speaker	Exchange
Repeat this drill several times, having each child "go to the store" at least twice. Vary the objects they are to get.		ETC.
PART II: REINFORCEMENT		
DEMONSTRATE:		
Point to the "store" table. (Have a child there as storekeeper.) Say:	T:	THERE ARE SOME CANS OF SOUP AT THE STORE. THERE ARE SOME CANS OF BEANS AT THE STORE.
Say to one child:	T:	WHAT DO YOU WANT?
Model, if necessary:	T:	Tell me: I WANT A CAN OF _____.
Let child choose.	C:	I WANT A CAN OF SOUP.
	T:	I'LL GET YOU ONE.
As you walk to the table, say:	T:	I'LL GET YOU ONE.
Pantomine buying the soup. When you return, say:	T:	I GOT YOU SOME RICE.
This time, ask the child:	T:	WHAT DID I GET YOU?
Model:	T:	Tell me: YOU GOT ME SOME RICE.
	C:	YOU GOT ME SOME RICE.
Ask the group:	T:	WHAT DID I GET [HIM / HER] ?
Model the response:	T:	Tell me: YOU GOT [HIM / HER] SOME RICE.

Instructions to the teacher	Speaker	Exchange
	GRP	YOU GOT [HIM / HER] SOME RICE.
Come back and sit with the children. Say to one child:	T:	THERE ARE SOME BEANS ON THE TABLE.
Point to him and say to the group:	T:	Ask him: WILL YOU GET US A HANDFUL?
	GRP	WILL YOU GET US A HANDFUL?
Say to the child:	T:	Tell them: YES, I WILL. I'LL GET YOU A HANDFUL.
	C:	YES, I WILL. I'LL GET YOU A HANDFUL.
Ask the group:	T:	WHAT WILL HE / SHE GET US?
Model the response:	T:	Tell me: [HE'LL / SHE'LL] GET US A HANDFUL OF BEANS.
	GRP	HE'LL / SHE'LL GET US A HANDFUL OF BEANS.
While the child is getting the beans, ask him:	T:	WHAT ARE YOU GETTING?
Model the response:	T:	Tell me: I'M GETTING A HANDFUL OF BEANS.
	C:	I'M GETTING A HANDFUL OF BEANS.
Ask the group:	T:	WHAT IS [HE / SHE] GETTING?
Model the response:	T:	Tell me: [HE'S / SHE'S] GETTING A HANDFUL OF BEANS.

Instructions to the teacher	Speaker	Exchange
	GRP	[HE'S / SHE'S] GETTING A HANDFUL OF BEANS.
When the child returns, ask him:	T:	WHAT DID YOU GET US?
Model the response:	T:	Tell me: I GOT YOU A HANDFUL OF BEANS.
	C:	I GOT YOU A HANDFUL OF BEANS.
Ask the group:	T:	WHAT DID [HE / SHE] GET US?
Model the response:	T:	Tell me: [HE / SHE] GOT US A HANDFUL OF BEANS.
	GRP	[HE / SHE] GOT US A HANDFUL OF BEANS.
Repeat this drill with every child, always using the measure HANDFUL.		
Next, use other measures. Say:	T:	THERE ARE SOME BEANS ON THE TABLE.
Ask one child:	T:	WILL YOU GET US A CUPFUL?
Model the response:	T:	Tell me: YES, I WILL. I'LL GET YOU A CUPFUL.
Ask the group:	T:	WHAT WILL [HE / SHE] GET US?
Model the response:	T:	Tell me: [HE'LL / SHE'LL] GET US A CUPFUL OF BEANS.
While the child is getting the beans, ask him:	T:	WHAT ARE YOU GETTING?

Instructions to the teacher	Speaker	Exchange
Model the response:	T:	Tell me: I'M GETTING A CUPFUL OF BEANS.
	C:	I'M GETTING A CUPFUL OF BEANS.
NOTE: If the child does not understand the instruction, help him to carry it out.		
Ask the group	T:	WHAT IS [HE / SHE] GETTING?
Model the response:	T:	Tell me: [HE'S / SHE'S] GETTING A CUPFUL OF BEANS.
	C:	[HE'S / SHE'S] GETTING A CUPFUL OF BEANS.
When he returns, ask him:	T:	WHAT DID YOU GET US?
Model the response:	T:	Tell me: I GOT YOU A CUPFUL OF BEANS.
	C:	I GOT YOU A CUPFUL OF BEANS.
Ask the group:	T:	WHAT DID [HE / SHE] GET US?
Model the response:	T:	Tell me: [HE / SHE] GOT US A CUPFUL OF BEANS.
	GRP	[HE / SHE] GOT US A CUPFUL OF BEANS.
Repeat this drill with every child, always using the measure CUPFUL. Next, use the same drill with BAGFUL, BOXFUL, and GLASSFUL.		

PART I EVALUATION

Year 2
Week 8
Day 5
Page 7

The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE Student	C=Correct ✓=Incorrect 1 2 3 4 5 6
ITEM I. Say to the child: Day 2 3 4 5 He should show comprehension by doing the action. Then say: Again, he is to demonstrate comprehension. Repeat for macaroni and raisins.	T: T:	TAKE A HANDFUL OF RICE. TAKE A HANDFUL OF BEANS.	
ITEM II. Give the child a cup. Say: Day 2 2 3 4 5 After he does so, ask him: Repeat with a box and then a bag.	T: T: C:	YOU CAN PUT SOME RICE IN THE CUP. WHAT DO YOU HAVE? A CUP OF RICE. or I HAVE A CUP OF RICE.	
ITEM III. Show the child the empty jar (no label). Ask: Day 3 4 5 Repeat with the empty can, empty bottle, and empty cereal package.	T: C:	WHAT IS THIS? A JAR. or THAT'S A JAR.	

Year 2
Week 8
Day 5
Page 8

EVALUATION (continued)

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE	Student	C=Correct ✓=Incorrect 1 2 3 4 5 6
ITEM IV Show the child a can of fruit, calling his attention to the picture on the label. Ask: Day 3 4 5	T:	WHAT IS THIS?		
	C:	A CAN OF FRUIT. or THAT'S A CAN OF FRUIT.		
Repeat with the can of tomato sauce, can of beans, and can of soup.				
ITEM V. Show the child a bottle of grape Kool-Aid. Ask: Day 3 4 5	T:	WHAT IS THIS?		
	C:	A BOTTLE OF GRAPE JUICE. or THAT'S A BOTTLE OF GRAPE JUICE.		
Repeat with the orange Kool-Aid, the soda pop, and the catsup.				
ITEM VI You and the child should be a short distance from the table. Say to the child:	T:	THERE IS SOME RICE ON THE TABLE. YOU CAN GET A CUP OF RICE.		
While he is at the table, say:	T:	WHAT ARE YOU GETTING?		
	C:	(I'M GETTING) A CUP OF RICE.		
When he brings it to you, ask:	T:	WHAT DID YOU GET?		
	C:	(I GOT) A CUP OF RICE.		

PART I. EVALUATION

The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

Year 2
Week 8
Day 5
Page 9

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE Student	C=Correct ✓=Incorrect 1 2 3 4 5 6
ITEM VII. Say to the child:	T:	WILL YOU GET ME A CAN OF BEANS?	
	C:	YES, I WILL. (I'LL GET YOU A CAN OF BEANS.)	
He should then get the beans for you.			

ENGLISH COMPONENT
YEAR II
WEEK 9

OBJECTIVES

REVIEW PATTERNS

A. Sentence Types:
   1. NP + VERB + NP (Benefa tive) + NP (Objective)
      VERB: get (Colloquial for bring)
      Bring/brought.
      Take/took.

   2. NP + WANT TO + Sentence

B. Measures: (Bowl, cup, hand, box; bag, jar) + ful
   (Can, bottle, package) + of

NEW PATTERNS AND FORMS:

1. VERBS: Like/liked
   Eat/ate
   Drink/drank

2. Vocabulary items: Crackers, milk, apple, fruit, breakfast, waffle, syrup, egg, sausage, bacon, ham, toast, milk, cereal, sugar, orange juice, coffee, cream, chocolate, tea, pancakes, jam, butter, pepper, salt, tortillas.

MATERIALS

Day II. 1. Large bowls of rice, macaroni, beans, raisins.
2. Two each: cups, bones, jars, glasses.
3. Canned and packaged goods from week eight.

Day III. 1. Same as above plus :
2. A package of graham crackers, one quart of milk, two or three sliced apples, some orange flavored Kool-Aid and small paper cups.

Day IV. 1. H-M card #215
2. Magazine pictures of breakfast foods listed on Day IV lesson plan - pasted on tagboard.

Day V. 1. Same as above for day IV plus:
2. Bowl of rice
3. Cup, bag, box, jar
4. Canned goods as above
5. H-M pictures #119, 121, 215

Year 2
Week 9
Day 1

REVIEW DAY

INDICATE THE NUMBER OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK:

Item 1 _____	Item 4 _____	Item 7 _____
Item 2 _____	Item 5 _____	Item 8 _____
Item 3 _____	Item 6 _____	Item 9 _____

Which drills or exercises did you repeat on the basis of this evaluation?

List the patterns you reviewed and the activities you used for each:

Did the children who were having difficulties previously appear to understand better after the review?

REVIEW PATTERNS: Get + NP (Benefactive) + NP (Objective)
Want + NP (Objective)
Bring + NP (Benefactive) + NP (Objective)
Measures: (bowl, cup, hand, box, bag, jar, glass) + ful
(can, bottle, package) + of

Year 2
Week 9
Day 2
Page 1

MATERIALS NEEDED: All material needed for measures in Week 8:
1. Large bowls of rice, macaroni, beans, raisins
2. Two each of cups, boxes, bags, jars, glasses
3. All canned goods, bottles, and cereals from Week 8

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
DEMONSTRATE: Have all materials on a table. Have the children seated in a semicircle at some distance from the table. There are two patterns to be reviewed: 1. There are some beans on the table. I'll get/bring you a cupful (handful, boxful, etc.). 2. There are some cans of fruit on the table. I'll get/bring you one.		
Say to a child:	T:	THERE ARE SOME BEANS ON THE TABLE. DO YOU WANT SOME?
Model, if necessary:	T:	Tell me: YES, I DO. I WANT SOME BEANS.
	C:	YES, I DO. I WANT SOME BEANS.
	T:	I'LL GET YOU A CUPFUL.
Ask him:	T:	WHAT WILL I GET YOU?
Model:	T:	Tell me: YOU'LL GET ME A CUPFUL OF BEANS.

Instructions to the teacher	Speaker	Exchange
	C:	YOU'LL GET ME A CUPFUL OF BEANS.
Ask the group:	T:	WHAT WILL I GET [HIM / HER] ?
Model:	T:	Tell me: YOU'LL GET [HIM / HER] A CUPFUL OF BEANS.
Get the beans for the child. Then ask him:	T:	WHAT DID I GET YOU?
Model:	T:	Tell me: YOU GOT ME A CUPFUL OF BEANS.
	C:	YOU GOT ME A CUPFUL OF BEANS.
Ask the group:	T:	WHAT DID I GET [HIM / HER] ?
Model:	T:	Tell me: YOU GOT [HIM / HER] A CUPFUL OF BEANS.
	GRP	YOU GOT [HIM / HER] A CUPFUL OF BEANS.
Say to another child:	T:	THERE IS SOME RICE ON THE TABLE. DO YOU WANT SOME?
Model, if necessary:	T:	Tell me: YES, I DO. I WANT SOME RICE.
	C:	YES, I DO. I WANT SOME RICE.
	T:	I'LL GET YOU A BOXFUL.
Ask him:	T:	WHAT WILL I GET YOU?

Instructions to the teacher	Speaker	Exchange
Model, if necessary:	T:	Tell me: YOU'LL GET ME A BOXFUL OF RICE.
	C:	YOU'LL GET ME A BOXFUL OF RICE.
Ask the group:	T:	WHAT WILL I GET [HIM / HER] ?
Model, if necessary:	T:	Tell me: YOU'LL GET [HIM / HER] A BOXFUL OF RICE.
	GRP	YOU'LL GET [HIM / HER] A BOXFUL OF RICE.
Get the rice for the child. Ask him:	T:	WHAT DID I GET YOU?
Model:	T:	Tell me: YOU GOT ME A BOXFUL OF RICE.
	C:	YOU GOT ME A BOXFUL OF RICE.
Ask the group:	T:	WHAT DID I GET [HIM / HER] ?
Model:	T:	Tell me: YOU GOT [HIM / HER] A BOXFUL OF RICE.
	GRP	YOU GOT [HIM / HER] A BOXFUL OF RICE.
Continue with the drill, using the rice, beans, macaroni, and raisins and the measures "bagful, handful, glassful, jarful, cupful, and boxful." Call on each child twice in order to review as many different measures and combinations as possible.		ETC.

Instructions to the teacher	Speaker	Dialogue
Now say to one child:	T:	THERE ARE SOME CANS OF SOUP ON THE TABLE. DO YOU WANT ONE?
Model the response:	T:	Tell me: YES, I DO. I WANT A CAN OF SOUP.
	C:	YES, I DO. I WANT A CAN OF SOUP.
	T:	I'LL GET YOU ONE.
Ask him:	T:	WHAT WILL I GET YOU?
Model:	T:	Tell me: YOU'LL GET ME A CAN OF SOUP.
	C:	YOU'LL GET ME A CAN OF SOUP.
Ask the group:	T:	WHAT WILL I GET [HIM / HER] ?
Model:	T:	Tell me: YOU'LL GET [HIM / HER] A CAN OF SOUP.
	GRP	YOU'LL GET [HIM / HER] A CAN OF SOUP.
Get the soup for the child. Ask him:	T:	WHAT DID I GET YOU?
Model:	T:	Tell me: YOU GOT ME A CAN OF SOUP.
	C:	YOU GOT ME A CAN OF SOUP.
Ask the group:	T:	WHAT DID I GET [HIM / HER] ?
Model:	T:	Tell me: YOU GOT [HIM / HER] A CAN OF SOUP.

Instructions to the teacher	Speaker	Dialogue
	GRP	YOU GOT [HIM / HER] A CAN OF SOUP.
Say to another child:	T:	THERE ARE SOME PACKAGES OF CORN FLAKES ON THE TABLE. DO YOU WANT ONE?
	T:	Tell me: YES, I DO. I WANT A PACKAGE OF CORN FLAKES.
	C:	YES, I DO. I WANT A PACKAGE OF CORN FLAKES.
	T:	I'LL GET YOU ONE.
Ask him:	T:	WHAT WILL I GET YOU?
Model:	T:	Tell me: YOU'LL GET ME A PACKAGE OF CORN FLAKES.
	C:	YOU'LL GET ME A PACKAGE OF CORN FLAKES.
Ask the group:	T:	WHAT WILL I GET [HIM / HER] ?
Model:	T:	Tell me: YOU'LL GET [HIM / HER] A PACKAGE OF CORN FLAKES.
	GRP	YOU'LL GET [HIM / HER] A PACKAGE OF CORN FLAKES.
Get the corn flakes for the child. Ask him:	T:	WHAT DID I GET YOU?
Model:	T:	Tell me: YOU GOT ME A PACKAGE OF CORN FLAKES.
	C:	YOU GOT ME A PACKAGE OF CORN FLAKES.
Ask the group:	T:	WHAT DID I GET [HIM / HER] ?

Instructions to the teacher	Speaker	Exchange
Model:	T:	Tell me: YOU GOT [HIM / HER] A PACKAGE OF CORN FLAKES.
	GRP	YOU GOT [HIM / HER] A PACKAGE OF CORN FLAKES.
Continue the drill with BOTTLE OF, CAN OF, PACKAGE OF. Call on each child twice to insure a thorough review.		ETC...
II. REINFORCEMENT		
Have one child stand at the table. The rest are seated at some distance from the table.		
Model for the group:	T:	Tell him: (NAME), WE WANT SOME RICE.
	GRP	(NAME), WE WANT SOME RICE.
Model for the group:	T:	Ask him: WILL YOU BRING US A CUPFUL?
	C:	YES, I WILL. I'LL BRING YOU A CUPFUL.
When the child brings it, model for the group:	T:	Ask him: WHAT DID YOU BRING US?
	GRP	WHAT DID YOU BRING US?
Model, if necessary, for the child:	T:	Tell them: I BROUGHT YOU A CUPFUL OF RICE.
	C:	I BROUGHT YOU A CUPFUL OF RICE.
Ask the group:	T:	WHAT DID [HE / SHE] BRING YOU?

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Instructions to the teacher	Speaker	Exchange
Model, if necessary:	T:	Tell me: [HE / SHE] BROUGHT US A CUPFUL OF RICE.
Send the child back to the table.		
Model for the group:	T:	Tell him: (NAME), WE WANT A BOTTLE OF GRAPE JUICE.
	GRP	(NAME), WE WANT A BOTTLE OF GRAPE JUICE.
Model for the group:	T:	Ask him: WILL YOU BRING US ONE?
Model for the child:	T:	Tell them: YES, I WILL. I'LL BRING YOU ONE.
	C:	YES, I WILL. I'LL BRING YOU ONE.
When he brings it, model for the group:	T:	Ask him: WHAT DID YOU BRING US?
	GRP	WHAT DID YOU BRING US?
Model, if necessary:	T:	Tell them: I BROUGHT YOU A BOTTLE OF GRAPE JUICE.
	C:	I BROUGHT YOU A BOTTLE OF GRAPE JUICE.
Ask the group:	T:	WHAT DID [HE / SHE] BRING YOU?
Model, if necessary:	T:	Tell me: [HE / SHE] BROUGHT US A BOTTLE OF GRAPE JUICE.
	GRP	[HE / SHE] BROUGHT US A BOTTLE OF GRAPE JUICE.
Continue in this way, calling on each child once and allowing each to bring two items:		

Instructions to the teacher	Speaker	Exchange
(1) a handful, cupful, boxful, etc. of something; and (2) a can, bottle, or package of something. Follow the drill as outlined here.		

REVIEW PATTERNS: Measures
Bring + NP (Benefactive) + NP (Object)
Want + Embedded Sentence

Year 2
Week 9
Day 3
Page 1

NEW PATTERNS: NP + Take + NP (Benefactive) + NP (Objective)
NP + Like + NP (Objective)
NP + Eat + NP (Objective)
NP + Drink + NP (Objective)

NEW VOCABULARY OR FORMS: Eat/ate
Drink/drank
Like/liked

MATERIALS NEEDED: All materials pertaining to measures (see Day 2)
Package of graham crackers: one-quart carton of milk:
For tasting experience: 2 or 3 sliced apples; pitcher of orange Kool-Aid
Small paper cups

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Have all the materials pertaining to measures on a table. Have all but one of the children's chairs at a distance from the table; place the remaining chair at a distance both from the group and from the table.		
Have one of the children sit in the chair apart from the group. (child #2)	T:	(NAME), WILL YOU BRING ME A CUPFUL OF BEANS?
Model, if necessary:	T:	Tell me: YES, I WILL. I'LL BRING YOU A CUPFUL OF BEANS.
	C#2	YES, I WILL. I'LL BRING YOU A CUPFUL OF BEANS.
When he brings it, ask him:	T:	WHAT DID YOU BRING ME?
Model:	T:	Tell me: I BROUGHT YOU A CUPFUL OF BEANS.
Point to child #1 and say:	T:	I'LL TAKE (NAME) THE CUPFUL OF BEANS.

Instructions to the teacher	Speaker	Exchange
Ask group:	T:	WHAT WILL I TAKE [HIM / HER] ?
Model:	T	Tell me: YOU'LL TAKE [HIM / HER] THE CUPFUL OF BEANS.
	GRP	YOU'LL TAKE [HIM / HER] THE CUPFUL OF BEANS.
Take the beans to child #1. Go back and ask the group:	T:	WHAT DID I TAKE [HIM / HER] ?
Model:	T:	Tell me: YOU TOOK [HIM / HER] THE CUPFUL OF BEANS.
	GRP	YOU TOOK [HIM / HER] THE CUPFUL OF BEANS.
Now ask another child to bring you something. This time, let him take it to child #1. Say:	T:	(NAME), WILL YOU BRING ME A CAN OF FRUIT?
Model:	T:	Tell me: YES, I WILL. I'LL BRING YOU A CAN OF FRUIT.
	C#3	YES, I WILL. I'LL BRING YOU A CAN OF FRUIT.
When he brings it, ask him:	T:	WHAT DID YOU BRING ME?
Model:	T:	Tell me: I BROUGHT YOU A CAN OF FRUIT.
	C:	I BROUGHT YOU A CAN OF FRUIT.
Point to child #1 and ask:	T:	WILL YOU TAKE (NAME) THE CAN OF FRUIT?

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Instructions to the teacher	Speaker	Exchange
Model:	T:	Tell me: YES, I WILL. I'LL TAKE [HIM / HER] THE CAN OF FRUIT.
	C:	YES, I WILL. I'LL TAKE [HIM / HER] THE CAN OF FRUIT.
Ask the group:	T:	WHAT WILL [HE / SHE] TAKE [HIM / HER] ?
Model:	T:	Tell me: [HE'LL / SHE'LL] TAKE [HIM / HER] THE CAN OF FRUIT.
	GRP	[HE'LL / SHE'LL] TAKE [HIM / HER] THE CAN OF FRUIT.
After the child does so and returns, ask him :	T:	WHAT DID YOU TAKE [HIM / HER] ?
Model:	T:	Tell me: [HE / SHE] TOOK [HIM / HER] THE CAN OF FRUIT.
	GRP	[HE / SHE] TOOK [HIM / HER] THE CAN OF FRUIT.
Repeat this drill several times, having different children stand at a distance from the group! Have each child take at least two turns bringing you objects and then taking them to the distant child. On the second repetition of the drill, change one thing: instead of asking "WHAT DID YOU TAKE HIM/HER?" ask "WHO DID YOU TAKE THE _____ TO?".	T:	WHO DID YOU TAKE THE CAN OF SOUP TO?

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Instructions to the teacher	Speaker	Exchange
Model:	T:	Tell me: I TOOK IT TO (NAME).
	C:	I TOOK IT TO (NAME).
	C:	
Ask the group:	T:	WHO DID [HE / SHE] TAKE IT TO?
Model:	T:	Tell me: [HE / SHE] TOOK IT TO (NAME).
	GRP	[HE / SHE] TOOK IT TO (NAME).

II. INTRODUCTION:

The following is a tasting experience for the children.

Have a quart carton of milk, a pitcher of orange Kool-Aid, a package of graham crackers, and two or three apples, sliced, on a table. Also have some very small paper cups.

DEMONSTRATE:

Hold up the milk carton and say:	T:	THIS IS MILK. I LIKE MILK.
As you say "LIKE", smile, nod your head, and make other signs of approval.		
	T:	I'M GOING TO DRINK SOME MILK.
Pour yourself a small amount and drink it. then say.	T:	UMMM, I LIKE MILK.

Instructions to the teacher	Speaker	Exchange
Hold up the apple and say: (Again with signs of approval).	T:	THESE ARE APPLES. I LIKE APPLES.
	T:	I'M GOING TO EAT SOME APPLE.
Eat a slice of apple. Then say:	T:	UMMM, I LIKE APPLES.
Do the same with the crackers and Kool-Aid (Calling it "ORANGE JUICE").		
Call a child to you. Ask him:	T:	(NAME), DO YOU LIKE CRACKERS?
Model:	T:	Tell me: YES, I DO. I LIKE CRACKERS.
	C:	YES, I DO. I LIKE CRACKERS.
Ask the group:	T:	DOES (NAME) LIKE CRACKERS?
Model:	T:	Tell me: YES, [HE / SHE] DOES. [HE / SHE] LIKES CRACKERS.
	GRP	YES, [HE / SHE] DOES. [HE / SHE] LIKES CRACKERS.
Say to the child:	T:	DO YOU WANT TO EAT A CRACKER?
Model:	T:	Tell me: YES, I DO. I WANT TO EAT A CRACKER.
	C:	YES, I DO. I WANT TO EAT A CRACKER.
Ask the group:	T:	WHAT DOES [HE / SHE] WANT TO EAT?
Model:	T:	Tell me: [HE / SHE] WANTS TO EAT A CRACKER.

Instructions to the teacher	Speaker	Exchange
	GRP	[HE / SHE] WANTS TO EAT A CRACKER.
Give him a cracker. After he eats it, ask him:	T:	WHAT DID YOU EAT?
Model:	T:	Tell me: I ATE A CRACKER.
	C:	I ATE A CRACKER.
Ask the group:	T:	WHAT DID [HE / SHE] EAT?
Model:	T:	Tell me: [HE / SHE] ATE A CRACKER.
	GRP	[HE / SHE] ATE A CRACKER.
Say to the child:	T:	Tell me: I LIKE CRACKERS.
	C:	I LIKE CRACKERS.
Now ask the child:	T:	DO YOU LIKE APPLES?
Model:	T:	Tell me: YES, I DO. I LIKE APPLES.
	C:	YES, I DO. I LIKE APPLES.
Ask the group:	T:	DOES (NAME) LIKE APPLES?
Model:	T:	Tell me: YES, [HE / SHE] DOES. [HE / SHE] LIKES APPLES.

Instructions to the teacher	Speaker	Exchange
	GRP	YES, [HE / SHE] DOES. [HE / SHE] LIKES APPLES.
Say to the child:	T:	DO YOU WANT TO EAT SOME APPLE?
Model:	T:	Tell me: YES, I DO. I WANT TO EAT SOME APPLE.
	C:	YES, I DO. I WANT TO EAT SOME APPLE.
Ask the group:	T:	WHAT DOES [HE / SHE] WANT TO EAT?
Model:	T:	Tell me: [HE / SHE] WANTS TO EAT SOME APPLE.
	GRP	[HE / SHE] WANTS TO EAT SOME APPLE.
Give him a slice of apple. After he eats it, ask him:	T:	WHAT DID YOU EAT?
Model:	T:	Tell me: I ATE SOME APPLE.
	C:	I ATE SOME APPLE.
Ask the group:	T:	WHAT DID [HE / SHE] EAT?
Model:	T:	Tell me: [HE / SHE] ATE SOME APPLE.
Say to the child:	T:	Tell me: I LIKE APPLES.
	C:	I LIKE APPLES.

Instructions to the teacher	Speaker	Exchange
Repeat this same drill with every child, giving each a cracker and a slice of apple.		
Now call on the first child again. Ask him:	T:	(NAME), DO YOU LIKE MILK?
Model:	T:	Tell me: YES, I DO. I LIKE MILK.
	C:	YES, I DO. I LIKE MILK.
Ask the group:	T:	DOES (NAME) LIKE MILK?
Model:	T:	Tell me: YES, [HE / SHE] DOES. [HE / SHE] LIKES MILK.
	GRP	YES, [HE / SHE] DOES. [HE / SHE] LIKES MILK.
Ask the child:	T:	DO YOU WANT TO DRINK SOME MILK?
Model:	T:	Tell me: YES, I DO. I WANT TO DRINK SOME MILK.
	C:	YES, I DO. I WANT TO DRINK SOME MILK.
Ask the group:	T:	WHAT DOES [HE / SHE] WANT TO DRINK
Model:	T:	Tell me: [HE / SHE] WANTS TO DRINK SOME MILK.
	GRP	[HE / SHE] WANTS TO DRINK SOME MILK.

Instructions to the teacher	Speaker	Exchange
Give the child a small cup of milk. After he drinks it, ask him:	T:	WHAT DID YOU DRINK?
Model:	T:	Tell me: I DRANK SOME MILK.
	C:	I DRANK SOME MILK.
Ask the group:	T:	WHAT DID [HE / SHE] DRINK?
Model:	T:	Tell me: [HE / SHE] DRANK SOME MILK.
	GRP	[HE / SHE] DRANK SOME MILK.
Say to the child:	T:	Tell me: I LIKE MILK.
	C:	I LIKE MILK.
Now ask him:	T:	DO YOU LIKE ORANGE JUICE?
Model:	T:	Tell me: YES, I DO. I LIKE ORANGE JUICE.
	C:	YES, I DO. I LIKE ORANGE JUICE.
Ask the group:	T:	DOES (NAME) LIKE ORANGE JUICE?
Model:	T:	Tell me: YES, [HE / SHE] DOES. [HE / SHE] LIKES ORANGE JUICE.
	GRP	YES, [HE / SHE] DOES. [HE / SHE] LIKES ORANGE JUICE.

Instructions to the teacher	Speaker	Exchange
Ask the child:	T:	DO YOU WANT TO DRINK SOME ORANGE JUICE?
Model:	T:	Tell me: YES, I DO. I WANT TO DRINK SOME ORANGE JUICE.
	C:	YES, I DO. I WANT TO DRINK SOME ORANGE JUICE.
Ask the group:	T:	WHAT DOES [HE / SHE] WANT TO DRINK?
Model:	T:	Tell me: [HE / SHE] WANTS TO DRINK SOME ORANGE JUICE.
	GRP	[HE / SHE] WANTS TO DRINK SOME ORANGE JUICE.
Give the child a small cup of orange "juice". After he drinks it, ask him:	T:	WHAT DID YOU DRINK?
Model:	T:	Tell me: I DRANK SOME ORANGE JUICE.
	C:	I DRANK SOME ORANGE JUICE.
Ask the group:	T:	WHAT DID [HE / SHE] DRINK?
Model:	T:	Tell me: [HE / SHE] DRANK SOME ORANGE JUICE.
	GRP	[HE / SHE] DRANK SOME ORANGE JUICE.
Say to the child:	T:	Tell me: I LIKE ORANGE JUICE.
	C:	I LIKE SORANGE JUICE.

Instructions to the teacher	Speaker	Exchange
Repeat this drill with every child giving each a small cup of milk and a small cup of orange juice.		
III. REINFORCEMENT		
Ask one child:	T:	WHAT DID YOU EAT?
Model, if necessary:	T:	Tell me: I ATE SOME APPLE.
	C:	I ATE SOME APPLE.
Ask him:	T:	DID YOU LIKE THE APPLE?
Model:	T:	Tell me: YES, I DID. I LIKED THE APPLE.
	C:	YES, I DID. I LIKED THE APPLE.
Ask him:	T:	WHAT ELSE DID YOU EAT?
Model, if necessary:	T:	Tell me: I ALSO ATE A CRACKER.
	C:	I ALSO ATE A CRACKER.
Ask him:	T:	DID YOU LIKE THE CRACKER?
Model:	T:	Tell me: YES, I DID. I LIKED THE CRACKER.
	C:	YES, I DID. I LIKED THE CRACKER.
Repeat this with each child. Then ask the first child:	T:	WHAT DID YOU DRINK?
Model, if necessary:	T:	Tell me: I DRANK SOME MILK.

Instructions to the teacher	Speaker	Exchange
	C:	I DRANK SOME MILK.
Ask him:	T:	DID YOU LIKE THE MILK?
Model:	T:	Tell me: YES, I DID. I LIKED THE MILK.
	C:	YES, I DID. I LIKED THE MILK.
Ask him:	T:	WHAT ELSE DID YOU DRINK?
Model, if necessary:	T:	Tell me: I ALSO DRANK SOME ORANGE JUICE.
	C:	I ALSO DRANK SOME ORANGE JUICE.
Ask him:	T:	DID YOU LIKE THE ORANGE JUICE?
Model:	T:	Tell me: YES, I DID. I LIKED THE ORANGE JUICE.
	C:	YES, I DID. I LIKED THE ORANGE JUICE.
Repeat this with each child.		

Year 2
Week 9
Day 4
Page 1

REVIEW PATTERNS: Time phrase: "In the morning"
NP + Like + NP

NEW VOCABULARY OR FORMS: Breakfast
(Breakfast foods): waffles, syrup, eggs, sausage, bacon, ham, toast, milk, cereal, sugar, orange juice, coffee, cream, chocolate, tea, pancakes, butter, jam, peper salt, tortillas.

MATERIALS NEEDED: H-M Card 214 (breakfast)
Magazine pictures of breakfast foods listed above, pasted on sheets of paper and arranged in a folder (one to a sheet).
NOTE: For Week 10 you will need a duplicate set of these pictures.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
DEMONSTRATE:		
Use the folder of pictures of foods and H-M card 215.		
Show the card. Say:	T:	THEY'RE EATING. Repeat, please: THEY'RE EATING.
	GRP	THEY'RE EATING.
Point to the food in the picture. Say:	T:	THEY'RE EATING BREAKFAST. Repeat, please: THEY'RE EATING BREAKFAST.
	GRP	THEY'RE EATING BREAKFAST.
Point to the sun in the picture: Say:	T:	THEY EAT BREAKFAST IN THE MORNING.
Ask the group:	T:	DO YOU EAT BREAKFAST IN THE MORNING?
Model:	T:	Tell me: YES, WE DO. WE EAT BREAKFAST IN THE MORNING.
	GRP	YES, WE DO. WE EAT BREAKFAST IN THE MORNING.
Put away the card and get out the folder. Say:	T:	WHAT DO WE EAT FOR BREAKFAST? LET'S LOOK.

Instructions to the teacher	Speaker	Exchange
Go through the folder, saying (for example):	T:	THIS IS BACON. Tell me: THAT'S BACON.
	GRP	THAT'S BACON.
	T:	WE EAT BACON FOR BREAKFAST. Tell me: WE EAT BACON FOR BREAKFAST.
	GRP	WE EAT BACON FOR BREAKFAST.
NOTE: You will want to put certain pictures in sequence, so that you can say:	T:	THESE ARE WAFFLES. THESE ARE PANCAKES. THIS IS SYRUP. WE PUT SYRUP ON OUR WAFFLES. WE PUT SYRUP ON OUR PANCAKES.
Go through the folder until the children seem to have grasped the meanings of all the words. e.g.	T:	THIS IS CEREAL. WE EAT CEREAL FOR BREAKFAST. THIS IS CREAM. WE PUT CREAM IN OUR CEREAL. THIS IS SUGAR. WE PUT SUGAR IN OUR CEREAL. ETC...
II. REINFORCEMENT		
Show one child a picture. Ask him:	T:	WHAT IS THIS?
Model, if necessary:	T:	Tell me: THAT'S HAM.
	C:	THAT'S HAM.

Instructions to the teacher	Speaker	Exchange
Ask him:	T:	DO YOU LIKE HAM?
He may say:	C:	YES. NO.
Expand his response:	T:	Tell me: YES, I DO. I LIKE HAM. NO, I DON'T. I DON'T LIKE HAM.
Show another child a picture, and so on. Go through the whole contents of the folder.		

REVIEW PATTERNS: Breakfast foods: "breakfast"
Like + NP
Get + NP (Benefactive) + NP (Object)
Bring + NP (Object) + NP (Locative)
Take + NP (Object) + NP (Locative)

Year 2
Week 9
Day 5
Page 1

MATERIALS NEEDED: Folder of breakfast food pictures.
Evaluation: Large bowl of rice
Cup, box, bag, glass, jar
Canned goods, bottles; and packages of cereal from Week 8
H-M pictures 119, 121, 215

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Seat the children in a circle. Use the folder of pictures of breakfast foods. Review the foods in three groups: 1. <u>foods</u> (bacon, sausage, eggs, ham, pancakes, waffles, tortillas, cereal, toast) 2. <u>drinks</u> (coffee, tea, milk, orange juice, chocolate) 3. <u>condiments</u> (salt, pepper, jam, butter, syrup, cream, sugar, milk)		
DEMONSTRATE:		
Ask the group:	T:	WHAT CAN WE EAT FOR BREAKFAST? Repeat, please: WHAT CAN WE EAT FOR BREAKFAST?
	GRP	WHAT CAN WE EAT FOR BREAKFAST?
	T:	LET'S LOOK.
Show a picture in the first group. Say:	T:	WHAT [IS THIS / ARE THESE] ?
Model, if necessary:	T:	Tell me: [THAT'S / THOSE ARE] _____ (bacon, ham, etc). (eggs, waffles, etc.).

Instructions to the teacher	Speaker	Exchange
	GRP	[THAT'S / THOSE ARE] _____ (bacon, ham, etc.). (eggs, waffles, etc.).
	T:	CAN WE EAT [BACON / EGGS / ETC.] FOR BREAKFAST?
Model, if necessary:	T:	Tell me: YES, WE CAN. WE CAN EAT [BACON / EGGS / ETC.] FOR BREAKFAST.
	GRP	YES, WE CAN. WE CAN EAT [BACON / EGGS / ETC.] FOR BREAKFAST.
Review all the first group in this way. Then go on to the drinks:	T:	WHAT CAN WE DRINK FOR BREAKFAST? Repeat, please: WHAT CAN WE DRINK FOR BREAKFAST?
	GRP	WHAT CAN WE DRINK FOR BREAKFAST?
Show a picture. Say:	T:	WHAT IS THIS?
Model, if necessary:	T:	Tell me: THAT'S _____. (juice, tea, milk, etc.)
	GRP	THAT'S _____. (juice, tea, milk, etc.)
	T:	CAN WE DRINK [JUICE / MILK / ETC.] FOR BREAKFAST?
Model, if necessary:	T:	Tell me: YES, WE CAN. WE CAN DRINK [JUICE / MILK / ETC.] FOR BREAKFAST.

Instructions to the teacher	Speaker	Exchange
	GRP	YES, WE ACAN. WE CAN DRINK [JUICE / MILK / ETC.] FOR BREAKFAST.
Review all the drinks in this way. Then go on to the condiments:	T:	WHAT IS THIS?
Model, if necessary:	T:	Tell me: THAT'S SUGAR.
	GRP	THAT'S SUGAR.
Ask:	T:	WHAT CAN WE DO WITH SUGAR?
Model:	T:	Tell me: WE CAN PUT SUGAR IN OUR CEREAL
	GRP	WE CAN PUT SUGAR IN OUR CEREAL.
Show another picture:	T:	WHAT IS THIS?
	GRP	THAT'S JAM.
	T:	WHAT CAN WE DO WITH JAM?
Model:	T:	Tell me: WE CAN PUT JAM ON OUR [TOAST / WAFFLES / PANCAKES] .
	GRP	WE CAN PUT JAM ON OUR [TOAST / WAFFLES / PANCAKES] .
Review all the condiments in this way.		

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PART II. EVALUATION

Year 2
Week 9
Day 5
Page 4

The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE Student:	
ITEM I. Have the large bowl of rice on the table. Hold up a handful of rice. WEEK 8 (all days) Week 9 Days 2,3 Ask:	T:	WHAT DO I HAVE?	
	C:	(YOU HAVE) A HANDFUL OF RICE.	
Do the same with a cupful, boxful, glassful, and bagful. (NOTE: Child may say either CUP or CUP-FUL, either GLASS or GLASSFUL.			
ITEM II. Have the canned goods, bottles, and and packages of cereal on the table. Hold up each and ask: Week 8 Days 3,4 Week 9 Days 2,3	T:	WHAT IS THIS?	
	C:	THAT'S A CAN OF BEANS / BOTTLE OF GRAPE JUICE / PACKAGE OF CORN FLAKES. / ETC.	
ITEM III. Both you and the child are standing at a distance from the table. Week 9 Day 2 Week 8 Day 4 Ask him:	T:	WILL YOU GET ME A CUPFUL OF RICE?	
He should respond:	C:	YES, I WILL. (I'LL GET YOU A CUP-FUL OF RICE.)	
After he gets it, ask him:	T:	WHAT DID YOU GET ME?	
He should respond:	C:	I GOT YOU A CUPFUL OF RICE.	

EVALUATION (continued)

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE Student:	C= Correct = Incorrect
ITEM IV. WEEK 9 DAY 2,3 You stand at one table and the child at another. You have a jar on your table and he has a box on his.			
Say:	T:	BRING THE JAR TO THIS TABLE.	
After he does so, say:	T:	TAKE THE BOX TO THAT TABLE.	
(comprehension only)			
ITEM V. WEEK 9 DAY 3,4 Show the child H-M card 119. Ask:	T:	WHAT IS HE DOING?	
	C:	HE'S EATING (A COOKIE).	
Show him H-M card 121. Ask:	T:	WHAT IS HE DOING?	
	C:	HE'S DRINKING (MILK).	
ITEM VI. Week 9 Day 4 Show the child H-M card 215. Ask:	T:	WHAT ARE THEY DOING?	
	C:	THEY'RE EATING BREAKFAST.	

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE Student:	
ITEM VII. Select several of the breakfast food pictures from the folder. Ask for each: WEEK 9 Day 4,5	T:	WHAT [IS THIS / ARE THESE] ?	
	C:	THAT'S _____. THOSE ARE _____.	
ITEM VIII Show the child several of the above pictures. Ask him for each: WEEK 9 DAY 3,4	T:	DO YOU LIKE WAFFLES?	
	C:	YES, I DO. I LIKE WAFFLES. or NO, I DON'T. I DON'T LIKE WAFFLES.	

ENGLISH COMPONENT
YEAR II
WEEK X

OBJECTIVES

1. NEW VOCABULARY: Names of Breakfast foods and luncheon foods.
Restaurant, waitress, menu, food, breakfast, lunch, etc.

2. CONSTRUCTIONS: I [eat / want] _____ for [lunch / breakfast]

I ordered _____ to [eat / drink]

3. SENTENCE TYPE: NP [pour / pass / serve] NP (Benefactive) NP (Object)

NP [need / want / order / like] NP (Object)

NP want + S

4. Questions involving instrumentals: What can we do with a knife, etc?

5. Time phrases: Yesterday, tomorrow, in the morning, at noon.

MATERIALS: Day 2: Apron, pictures of restaurants, pictures of waitresses, pencil and pad, H-M card 215, pictures of breakfast foods pasted on paper plates or cardboard stand. Menus from Sambo's Pancake House with colored pictures of breakfast. Toy dishes.

Day 3. Same as above.

Day 4. Same as above, except you will need luncheon menus from Big Boy Diner with colored pictures of luncheon foods and pictures of luncheon foods pasted on paper plates.

Day 5. Pictures of luncheon and breakfast foods in folders and on paper plates.
Pictures of waitress and H-M cards 214, 215.
Bowl of rice, spoon, small bowl, pitcher and cup, pencil and pad.

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Year 2
Week 10

ADDENDUM

A worthwhile field trip to plan in conjunction with this week's experiences would be a visit to a restaurant for lunch or breakfast. If you plan such a trip, be sure to call ahead to reserve tables, and to cue the waitress as to her "lines", namely those which the children have been learning in English:

What would you like to order?

What would you like to [eat / drink / etc.]?

This trip might substitute for the day 5 lesson which is largely review.

REVIEW DAY

Year 2
Week 10
Day 1

INDICATE THE NUMBER OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK.

Item 1 _____ Item 4 _____ Item 7 _____

Item 2 _____ Item 5 _____ Item 8 _____

Item 3 _____ Item 6 _____ Item 9 _____

Which drills or exercises did you repeat on the basis of this evaluation?

List the patterns you reviewed and the activities you used for each:

Did the children who were having difficulties previously appear to understand better after the review?

NEW PATTERNS: Breakfast Vocabulary
Instrumental questions: What can you do with a [spoon / knife / etc.] ?

Year 2
Week 10
Day 2
Page 1

NEW PATTERNS: "Want + for breakfast" construction

NEW VOCABULARY OR FORMS: Restaurant , waitress, menu/menus, food.

MATERIALS NEEDED: White apron (small); pad and pencil, Picture of a waitress, H-M card 215.
Pictures of the interior and exterior of a restaurant; one picture of people eating in a restaurant (all these pasted on one sheet of paper).
Set of pictures of breakfast foods pasted on paper plates, or on cardboard and stands. (For example, bacon on a plate, milk carton on a stand).
Menus from Sambo's Pancake House

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Have the group sitting around a table. Have all the pictures, on plates and on stands, displayed at one end in three groups: foods, drinks, and condiments.		
Say to the group:	T:	LET'S HAVE BREAKFAST.
Ask one child:	T:	WHAT DO YOU WANT FOR BREAKFAST?
Let him choose one of the foods. Expand his response:	T:	Tell me: I WANT SOME [BACON / PANCAKES / CEREAL / ETC.]
	C:	I WANT SOME [BACON / PANCAKES / CEREAL / ETC.]
	T:	ALL RIGHT, YOU CAN HAVE SOME BACON. (etc).

Instructions to the teacher	Speaker	Exchange
Give the child the food he asked for. Ask the group:	T:	WHAT DOES [HE / SHE] HAVE?
	T:	Tell me: [HE / SHE] HAS SOME BACON. (etc)
Repeat this drill with every child, until each has a plate of food.		
Ask the first child:	T:	WHAT DO YOU WANT TO DRINK?
Let him choose one of the drinks. Expand his response:	T:	Tell me: I WANT SOME CHOCOLATE. (etc).
	C:	I WANT SOME CHOCOLATE.
	T:	ALL RIGHT, YOU CAN HAVE SOME CHOCOLATE.
Give it to him and ask the group:	T:	WHAT DOES [HE / SHE] HAVE?
Model:	T:	Tell me: [HE / SHE] HAS SOME CHOCOLATE.
	GRP	[HE / SHE] HAS SOME CHOCOLATE.
Repeat with every child until each has a drink.		
Indicate the condiments and ask the first child:	T:	DO YOU NEED SOMETHING?
Let him name something; expand his response:	T:	Tell me: YES, I DO. I NEED SOME PEPPER.

Instructions to the teacher	Speaker	Exchange
	C:	YES, I DO. I NEED SOME PEPPER.
Ask the group:	T:	WHAT DOES [HE / SHE] NEED?
Model, if necessary:	T:	Tell me: [HE / SHE] NEEDS SOME PEPPER.
	GRP	[HE / SHE] NEEDS SOME PEPPER.
Ask the child:	T:	WHAT WILL YOU DO WITH THE PEPPER?
Model:	T:	Tell me: I'LL PUT IT ON MY EGGS.
	C:	I'LL PUT IT ON MY EGGS.
Give him the pepper and ask another child:	T:	DO YOU NEED SOMETHING?
Let him name something; expand his response:	T:	Tell me: YES, I DO. I NEED SOME SYRUP.
	C:	YES, I DO. I NEED SOME SYRUP.
Ask the group:	T:	WHAT DOES [HE / SHE] NEED?
Model:	T:	Tell me: [HE / SHE] NEEDS SOME SYRUP.
	C:	[HE / SHE] NEEDS SOME SYRUP.
Ask the child:	T:	WHAT WILL YOU DO WITH THE SYRUP?
Model:	T:	Tell me: I'LL PUT IT ON MY PANCAKES.

Instructions to the teacher	Speaker	Exchange
	C:	I'LL PUT IT ON MY PANCAKES.
Continue with each child, and then repeat, having each child choose several condiments.	T:	¿HAN IDO USTEDES ALGUNA VEZ A UN RESTAURANTE? (COMEDOR)
Introduce the idea of Restaurants in Spanish first. Ask the children if they have ever been in one. If so, you can talk about what the waiter or waitress did, or said. If they have not had such an experience, be prepared to explain using pictures and dramatic play to illustrate your discussion.		¿QUÉ COMIERON EN EL RESTAURANTE? ¿DESAYUNO? ¿ALMUERZO? ¿CENA? ¿QUIÉN LES SIRVIÓ? ¿UNA MESERA? ¿O UN MESERO? ¿SE RECUERDAN QUE HIZO ÉL CUANDO LLEGÓ A LA MESA? ¿QUÉ DIJO? (Let children respond) ¿QUÉ LE DIJISTE? O ¿QUÉ LE DIJO TU PAPÁ? ETC.
Be sure to teach the children the English vocabulary before you begin the exercise. Words which they will need to learn or review are: "restaurant, waiter, waitress, breakfast.	T:	Use pictures to learn new vocabulary.
	T:	THIS IS A RESTAURANT. WE CAN EAT BREAKFAST IN A RESTAURANT.
	T:	Repeat: RESTAURANT.
	C:	RESTAURANT.
Show the pictures of the restaurant:	T:	THIS IS A RESTAURANT. Repeat, please: THAT'S A RESTAURANT.
	GRP	THAT'S A RESTAURANT.
Point to the people eating in the restaurant and say:	T:	THEY'RE EATING BREAKFAST IN THE RESTAURANT. Repeat, please: THEY'RE EATING BREAKFAST IN THE RESTAURANT

Instructions to the teacher	Speaker	Exchange
	GRP	THEY'RE EATING BREAKFAST IN THE RESTAURANT.
Say:	T:	TOMORROW WE'RE GOING TO PLAY RESTAURANT. Repeat, please: TOMORROW WE'RE GOING TO PLAY RESTAURANT.
	GRP	TOMORROW WE'RE GOING TO PLAY RESTAURANT.
Repeat:	T:	TOMORROW WE'RE GOING TO PLAY RESTAURANT. WHAT DO WE NEED?
Model for the group:	T:	Tell me: WE NEED SOME FOOD.
	GRP	WE NEED SOME FOOD.
Point to the "food" on the table and say:	T:	WE HAVE SOME FOOD. WHAT ELSE DO WE NEED?
Show the picture of the waitress. Ask:	T:	WHO IS SHE?
Model:	T:	Tell me: SHE'S A WAITRESS.
	GRP	SHE'S A WAITRESS.
(Have them repeat the word "WAITRESS" in isolation several times, if necessary.)		
Model:	T:	Tell me: WE NEED A WAITRESS.
	GRP	WE NEED A WAITRESS.
Show them the apron, pad and pencil.	T:	I'LL BE THE WAITRESS. WHAT ELSE DO WE NEED?
Show them a menu. Ask:	T:	WHAT IS THIS?

Instructions to the teacher	Speaker	Exchange
Model:	T:	Tell me: THAT'S A MENU.
(Have them repeat "MENU" several times, if necessary.)	GRP	THAT'S A MENU.
Model:	T:	Tell me: WE NEED SOME MENUS.
	GRP	WE NEED SOME MENUS.
Show them all the menus. Say:	T:	WE HAVE SOME MENUS.
III. REINFORCEMENT		
Ask the group:	T:	WHAT ARE WE GOING TO PLAY TOMORROW?
Model:	T:	Tell me: TOMORROW WE'RE GOING TO PLAY RESTAURANT.
	GRP	TOMORROW WE'RE GOING TO PLAY RESTAURANT?
Show the picture of the waitress and ask:	T:	WHO'S GOING TO BE THE WAITRESS?
Model:	T:	Tell me: YOU ARE. YOU'RE GOING TO BE THE WAITRESS.
	GRP	YOU ARE. YOU'RE GOING TO BE THE WAITRESS.
Ask:	T:	WHAT ARE WE GOING TO EAT?
Model:	T:	Tell me: WE'RE GOING TO EAT BREAKFAST.
	GRP	WE'RE GOING TO EAT BREAKFAST.
Give each child a menu. Ask each one:	T:	WHAT DO YOU HAVE?
Model, if necessary:	T:	Tell me: I HAVE A MENU.

Instructions to the teacher	Speaker	Exchange
After you have asked each one, say to the group:	T:	LET'S LOOK AT OUR MENUS.
Ask one child:	T:	WHAT ARE YOU GOING TO EAT FOR BREAKFAST?
Help him to choose something. Model:	T:	Tell me: I'M GOING TO EAT PANCAKES.
	C:	I'M GOING TO EAT PANCAKES.
Ask another:	T:	WHAT ARE YOU GOING TO EAT FOR BREAKFAST?
Help him choose; model:	T:	Tell me: I'M GOING TO EAT SAUSAGE.
	C:	I'M GOING TO EAT SAUSAGE.
Repeat this with each child. Then help each to choose something to drink.	T:	WHAT ARE YOU GOING TO DRINK FOR BREAKFAST?
	C:	I'M GOING TO DRINK [MILK / ORANGE JUICE] ETC.

NEW PATTERNS: NP + Need + NP
Names of breakfast foods; breakfast; restaurant
NP + Want + S
NP + Get + NP (Benefactive) + NP (Object)
NP + Like + NP

Year 2
Week 10
Day 3
Page 1

NEW PATTERNS:

NP + [Order / Serve / Pour] + NP (Benefactive) + NP (Object)

TIME PHRASE: This morning

MATERIALS NEEDED: Toy dishes: knives, forks, spoons, plates, cups, saucers, glasses; napkins. Pictures of food from Day 2, pasted to plates or on cardboard stands.
Menus
White apron, pad, and pencil
Pictures of restaurant

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Have the table already set with the toy dishes. Have on a nearby table: menus, apron, pad and pencil, all food.		
Show the pictures of the restaurant to the group. Say:	T:	WHAT'S THIS?
Model, if necessary:	T:	Tell me: THAT'S A RESTAURANT.
	GRP	THAT'S A RESTAURANT.
	T:	THIS MORNING WE'RE GOING TO PLAY RESTAURANT. Please, repeat: THIS MORNING WE'RE GOING TO PLAY RESTAURANT.
	GRP	THIS MORNING WE'RE GOING TO PLAY RESTAURANT.
	T:	LET'S GO TO THE RESTAURANT.

Instructions to the teacher	Speaker	Exchange
Take the children to the table that is set for breakfast. Say:	T:	NOW WE'RE IN THE RESTAURANT. YOU'RE GOING TO EAT BREAKFAST HERE. YOU CAN SIT DOWN.
Put on the apron and get the pad and pencil. Say:	T:	I'M THE WAITRESS. Tell me: YOU'RE THE WAITRESS.
	GRP	YOU'RE THE WAITRESS.
Hold up the menus and say:	T:	THESE ARE MENUS. Tell me: THOSE ARE MENUS.
	GRP	THOSE ARE MENUS.
Lay the menus down again. Come to the children's table and say to C #1:	T:	Tell me: I NEED A MENU.
	C#1	I NEED A MENU.
Bring him the menu and say:	T:	I'LL GET YOU ONE. HERE YOU ARE. HERE'S A MENU.
Repeat this with every child. Then say to the group:	T:	LOOK AT YOUR MENUS. WHAT DO YOU WANT FOR BREAKFAST?
Stand beside C#1. Ask him:	T:	DO YOU LIKE EGGS? (bacon, ham, etc.)
He responds "YES" or "NO" and you expand his response:	T:	Tell me: NO, I DON'T. I DON'T LIKE EGGS. (bacon,ham, etc)
	C#1	NO, I DON'T. I DON'T LIKE EGGS. (bacon, ham, etc.) Or Tell me: YES, I DO. I LIKE PANCAKES. (waffles, etc.)

Instructions to the teacher	Speaker	Exchange
Ask him:	C#1	YES, I DO. I LIKE PANCAKES. (waffles, etc.)
Ask him:	T:	DO YOU WANT TO ORDER SOME PANCAKES?
Model the response:	T:	Tell me: YES, I DO. I WANT TO ORDER SOME PANCAKES.
On the pad, write the child's name and "PANCAKES".		
Ask him:	T:	WHAT DO YOU WANT TO DRINK? DO YOU LIKE MILK? (coffee, etc.)
He responds yes or no, and you expand his response:	T:	Tell me: NO, I DON'T. I DON'T LIKE MILK. (coffee, etc.)
	C#1	NO, I DON'T. I DON'T LIKE MILK. (coffee, etc.) Or.
	T:	Tell me: YES, I DO. I LIKE MILK. (chocolate, etc.)
	C#1	YES, I DO. I LIKE MILK. (chocolate, etc.)
Ask him:	T:	DO YOU WANT TO ORDER SOME MILK?
Model the response:	T:	Tell me: YES, I DO. I WANT TO ORDER SOME MILK.
	C#1	YES, I DO. I WANT TO ORDER SOME MILK.
Write "MILK" on the pad.		
Show the child the pad. Ask him:	T:	WHAT DID YOU ORDER?
Point to "PANCAKES." Model:	T:	Tell me: I ORDERED SOME PANCAKES.
	C:	I ORDERED SOME PANCAKES.

Instructions to the teacher	Speaker	Exchange
Ask the group:	T:	WHAT DID [HE / SHE] ORDER?
Model:	T:	Tell me: [HE / SHE] ORDERED SOME PANCAKES.
	GRP	[HE / SHE] ORDERED SOME PANCAKES.
Point to "MILK" and ask the child:	T:	WHAT ELSE DID YOU ORDER?
Model:	T:	Tell me: I ALSO ORDERED SOME MILK.
	C:	I ALSO ORDERED SOME MILK.
Ask the group:	T:	WHAT ELSE DID [HE / SHE] ORDER?
Model:	T:	Tell me: [HE / SHE] ALSO ORDERED SOME MILK.
	GRP	[HE / SHE] ALSO ORDERED SOME MILK.
Ask the next child:	T:	WHAT DO YOU WANT FOR BREAKFAST? DO YOU LIKE WAFFLES? (tortillas, etc.)
Let him respond "YES" or "NO", and you expand his response:	T:	Tell me: NO, I DON'T. I DON'T LIKE WAFFLES.
	C#2	NO, I DON'T. I DON'T LIKE WAFFLES.
	T:	Tell me: YES, I DO. I LIKE WAFFLES.

Instructions to the teacher	Speaker	Exchange
Ask him:	T:	DO YOU WANT TO ORDER SOME WAFFLES?
Model the response:	T:	Tell me: YES, I DO. I WANT TO ORDER SOME WAFFLES.
	C#2	YES, I DO. I WANT TO ORDER SOME WAFFLES.
Write the child's name and "WAFFLES" on another sheet of the pad.		
Ask him:	T:	WHAT DO YOU WANT TO DRINK? DO YOU LIKE CHOCOLATE? (tea, etc.)
Expand his response:	T:	Tell me: YES, I DO. I LIKE CHOCOLATE.
	C#2	YES, I DO. I LIKE CHOCOLATE.
Ask him:	T:	DO YOU WANT TO ORDER SOME CHOCOLATE?
Model the response:	T:	Tell me: YES, I DO. I WANT TO ORDER SOME CHOCOLATE.
	C#2	YES, I DO. I WANT TO ORDER SOME CHOCOLATE.
On the pad, write "CHOCOLATE".		
Show the child the pad. Ask him:	T:	WHAT DID YOU ORDER?
Point to "WAFFLES". Model:	T:	Tell me: I ORDERED SOME WAFFLES.
	C:	I ORDERED SOME WAFFLES.
Ask the group:	T:	WHAT DID [HE / SHE] ORDER?
Model:	T:	Tell me: [HE / SHE] ORDERED SOME WAFFLES.

Instructions to the teacher	Speaker	Exchange
	GRP	[HE / SHE] ORDERED SOME WAFFLES.
Point to "CHOCOLATE" and ask the child:	T:	WHAT ELSE DID YOU ORDER?
Model:	T:	Tell me: I ALSO ORDERED SOME CHOCOLATE.
Ask the group	C#2	I ALSO ORDERED SOME CHOCOLATE.
Ask the group:	T:	WHAT ELSE DID [HE / SHE] ORDER?
Model:	T:	Tell me: [HE / SHE] ALSO ORDERED SOME CHOCOLATE.
	GRP	[HE / SHE] ALSO ORDERED SOME CHOCOLATE.
Repeat the routine with every child. Make different suggestions to each child, so that they order a variety of things. This gives an opportunity to use more of the new vocabulary items.		
After the children have ordered, say to the group:	T:	I'LL BRING YOU YOUR BREAKFAST.
Bring the paper plates with the pictures of pancakes pasted on it to Child #1:	T:	DID YOU ORDER SOME PANCAKES?
Model:	T:	Tell me: YES, I DID. I ORDERED SOME PANCAKES.
	C#1	YES, I DID. I ORDERED SOME PANCAKES.
	T:	I'LL SERVE YOU SOME PANCAKES. WHAT WILL I SERVE YOU?

Instructions to the teacher	Speaker	Exchange
Model the response:	T:	Tell me: YOU'LL SERVE ME SOME PANCAKES.
	C#1	YOU'LL SERVE ME SOME PANCAKES.
Ask the group:	T:	WHAT WILL I SERVE [HIM / HER] ?
Model the response:	T:	Tell me: YOU'LL SERVE [HIM / HER] SOME PANCAKES.
Go through the motions of serving pancakes from the platter to the child's plate.		
Then ask him:	T:	WHAT DID I SERVE YOU?
Model the response:	T:	Tell me: YOU SERVED ME SOME PANCAKES.
	C#1	YOU SERVED ME SOME PANCAKES.
Ask the group:	T:	WHAT DID I SERVE [HIM / HER] ?
Model the response:	T:	Tell me: YOU SERVED [HIM / HER] SOME PANCAKES.
	GRP	YOU SERVED [HIM / HER] SOME PANCAKES.
Continue this routine with every child, bringing the item he ordered and serving him a portion of it.		
Next bring the drinks. Bring the teapot and say to child #1:	T:	DID YOU ORDER SOME TEA?

Instructions to the teacher	Speaker	Exchange
Model:	T:	Tell me: YES, I DID. I ORDERED SOME TEA.
	C#1	YES, I DID. I ORDERED SOME TEA.
	T:	I'LL POUR YOU SOME TEA. WHAT WILL I POUR YOU?
Model the response:	T:	Tell me: YOU'LL POUR ME SOME TEA.
	C#1	YOU'LL POUR ME SOME TEA.
Ask the group:	T:	WHAT WILL I POUR [HIM / HER] ?
Model:	T:	Tell me: YOU'LL POUR [HIM / HER] SOME TEA.
	GRP	YOU'LL POUR [HIM / HER] SOME TEA.
Go through the motions of pouring tea into the child's cup.		
Ask him:	T:	WHAT DID I POUR YOU?
Model:	T:	Tell me: YOU POURED ME SOME TEA.
	C#1	YOU POURED ME SOME TEA.
Ask the group:	T:	WHAT DID I POUR [HIM / HER] ?
	GRP	YOU POURED [HIM / HER] SOME TEA.

Instructions to the teacher	Speaker	Exchange
Continue this routine with every child.		ETC.
After serving the drinks, bring the butter salt, pepper, jam, syrup, cream, sugar, and milk to the table.		
Choose a child who is too far from the condiments to reach them. Ask him:	T:	DO YOU NEED SOME SALT?
Model:	T:	Tell me: YES, I DO. I NEED SOME SALT.
	C#1	YES, I DO. I NEED SOME SALT.
Point to another child and say to C#1:	T:	Ask him: WILL YOU PASS ME THE SALT?
	C#1	WILL YOU PASS ME THE SALT?
Model for C#2:	T:	Tell him: YES, I WILL. I'LL PASS YOU THE SALT.
	C#2	YES, I WILL. I'LL PASS YOU THE SALT.
Help child #2 to pass the salt to child #1. Then ask child #2:	T:	WHAT DID YOU PASS [HIM / HER] ?
Model:	T:	Tell me: I PASSED [HIM / HER] THE SALT.
	C#2	I PASSED [HIM / HER] THE SALT.
Ask child #1:	T:	WHAT DID [HE / SHE] PASS YOU?

Instructions to the teacher	Speaker	Exchange
Model:	T:	Tell me: [HE / SHE] PASSED ME THE SALT.
	C#1	[HE / SHE] PASSED ME THE SALT.
Go on to two other children. Ask the first:	T:	DO YOU NEED SOME SUGAR?
Model:	T:	Tell me: YES, I DO. I NEED SOME SUGAR.
	C#3	YES, I DO. I NEED SOME SUGAR.
Point to another child and say to C#3:	T:	Ask him: WILL YOU PASS ME THE SUGAR?
	C#3	WILL YOU PASS ME THE SUGAR?
Model for child #4:	T:	Tell him: YES, I WILL. I'LL PASS YOU THE SUGAR.
	C#4	YES, I WILL. I'LL PASS YOU THE SUGAR.
Help child #4 to pass the sugar to child #3. Then ask child #4:	T:	Tell me: I PASSED [HIM / HER] THE SUGAR
	C#4	I PASSED [HIM / HER] THE SUGAR.
Ask child #3:	T:	WHAT DID [HE / SHE] PASS YOU?
Model:	T:	Tell me: [HE / SHE] PASSED ME THE SUGAR.
	C#3	[HE / SHE] PASSED ME THE SUGAR.

Instructions to the teacher	Speaker	Exchange
Repeat this drill several times with all the children. III. REINFORCEMENT When the children have finished "eating", have them return to their original seats in the circle. Review the trip to the restaurant in past tense. Use the folder of pictures of breakfast foods.		
Say to the group:	T:	TODAY WE PLAYED RESTAURANT. YOU ATE BREAKFAST IN THE RESTAURANT. I WAS THE WAITRESS.
Ask child #1:	T:	WHAT DID YOU ORDER FOR BREAKFAST? SHOW ME.
Hand him the folder and help him find what he ordered. Then model for him:	T:	Tell me: I ORDERED SOME PANCAKES.
	C#1	I ORDERED SOME PANCAKES.
Ask the group, showing them the picture:	T:	WHAT DID [HE / SHE] ORDER FOR BREAKFAST?
Model, if necessary:	T:	Tell me: [HE / SHE] ORDERED SOME PANCAKES.
	GRP	[HE / SHE] ORDERED SOME PANCAKES.
Ask the child:	T:	WHAT DID YOU ORDER TO DRINK? SHOW ME.

Instructions to the teacher	Speaker	Exchange
Help him to find it; model for him:	T:	Tell me: I ORDERED SOME TEA.
	C#1	I ORDERED SOME TEA.
Ask the group:	T:	WHAT DID [HE / SHE] ORDER TO DRINK?
Model, if necessary:	T:	Tell me: [HE / SHE] ORDERED SOME TEA.
Repeat this with every child. NOTE: If there is no time for reinforcement on Day 3, use this as an opening review on Day 4.		

REVIEW PATTERNS: NP + [Pour / Serve / Pass] + NP (Benefactive) + NP (Object)

Year 2
Week 10
Day 4
Page 1

NEW PATTERNS:

NP + [Need / Want / Like / Order] + NP

NP + [Want] + S

NEW VOCABULARY: Lunch. Hamburger, hot dog, french fries, salad, soup, sandwich, potato chips, tomatoes, lettuce, onion, mustard, ketchup, salt, pepper, milkshake, coke.
Time Phrases: Yesterday, in the morning, at noon.

MATERIALS NEEDED: H-M cards 215, 214
Pictures of restaurant
Menus from a "Big Boy" diner
Toy dishes as on Day 3
Small white apron, pad and pencil
Magazine pictures of luncheon foods, pasted on paper plates where appropriate, or on cardboard stands otherwise. Have a duplicate set: paste each picture on a sheet of paper and arrange in a folder.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Have the table set as on Day 3. Have menus, "food", apron, pad and pencil on a nearby table. Seat the group in a circle away from the table.		
Show them H-M card 215. Ask:	T:	WHAT ARE THEY DOING?
Model, if necessary:	T:	Tell me: THEY'RE EATING BREAKFAST.
	GRP	THEY'RE EATING BREAKFAST.
Show H-M card 214. Ask:	T:	WHAT ARE THEY DOING?

Instructions to the teacher	Speaker	Exchange
Model the response:	T:	Tell me: THEY'RE EATING LUNCH.
	GRP	THEY'RE EATING LUNCH.
Ask:	T:	WHEN DO WE EAT BREAKFAST?
Model, if necessary:	T:	Tell me: WE EAT BREAKFAST IN THE MORNING.
	GRP	WE EAT BREAKFAST IN THE MORNING.
Ask the group:	T:	WHEN DO WE EAT LUNCH?
Model:	T:	Tell me: WE EAT LUNCH AT NOON.
	GRP	WE EAT LUNCH AT NOON.
Ask: Get out the folder of luncheon foods.	T:	WHAT CAN WE EAT FOR LUNCH? LET'S LOOK.
Go through the folder, naming each item and modeling a sentence for the children to repeat. For example:	T:	THIS IS A HAMBURGER. Tell me: THAT'S A HAMBURGER.
	GRP	THAT'S A HAMBURGER.
	T:	WE CAN EAT HAMBURGERS FOR LUNCH. Repeat, please: WE CAN EAT HAMBURGERS FOR LUNCH.
	GRP	WE CAN EAT HAMBURGERS FOR LUNCH.
NOTE: Use the expression "for lunch" as many times as possible.	T:	THIS IS KETCHUP. Tell me: THAT'S KETCHUP.

Instructions to the teacher	Speaker	Exchange
	GRP	THAT'S KETCHUP.
	T:	WE CAN PUT KETCHUP ON OUR HAMBURGERS. Repeat, please: WE CAN PUT KETCHUP ON OUR HAMBURGERS.
	GRP	WE CAN PUT KETCHUP ON OUR HAMBURGERS.
When you have covered the material in the folder thoroughly, say to the group:	T:	Tell me: YESTERDAY WE PLAYED RESTAURANT.
	GRP	YESTERDAY WE PLAYED RESTAURANT.
Ask them:	T:	WHAT DID WE EAT YESTERDAY?
Model, if necessary:	T:	Tell me: YESTERDAY WE ATE BREAKFAST.
	GRP	YESTERDAY WE ATE BREAKFAST.
	T:	YES, YESTERDAY WE ATE BREAKFAST.
Say:	T:	TODAY, LET'S EAT LUNCH IN THE RESTAURANT.
Ask the group:	T:	WHAT ARE WE GOING TO DO TODAY?
Model:	T:	Tell me: TODAY, WE'RE GOING TO EAT LUNCH IN THE RESTAURANT.
	GRP	TODAY, WE ARE GOING TO EAT LUNCH IN THE RESTAURANT.
Repeat:	T:	WHAT DID WE DO YESTERDAY?
Model:	T:	Tell me: YESTERDAY, WE ATE BREAKFAST IN THE RESTAURANT.
	GRP	YESTERDAY, WE ATE BREAKFAST IN THE RESTAURANT.

Instructions to the teacher	Speaker	Exchange
Ask:	T:	WHAT ARE WE GOING TO DO TODAY?
Model:	T:	Tell me: TODAY, WE'RE GOING TO EAT LUNCH IN THE RESTAURANT.
	GRP	TODAY, WE'RE GOING TO EAT LUNCH IN THE RESTAURANT.
	T:	LET'S GO TO THE RESTAURANT.
Lead the children to the table which is already set. (NOTE: This will be similar to Day 3, but not identical.)	T:	NOW, WE'RE IN THE RESTAURANT. YOU'RE GOING TO EAT LUNCH HERE. YOU CAN SIT DOWN.
Put on the apron, get the pad and pencil:	T:	I'M THE WAITRESS.
Model for the group:	T:	Tell me: YOU'RE THE WAITRESS.
	GRP	YOU'RE THE WAITRESS.
Say to child #1:	T:	Tell me: I NEED A MENU.
	C#1	I NEED A MENU.
	T:	I'LL GET YOU ONE.
Bring him the menu and say:	T:	HERE YOU ARE. HERE'S A MENU.
Repeat this with every child.		
Then say to the group:	T:	LOOK AT YOUR MENUS. WHAT DO YOU WANT FOR LUNCH?

Instructions to the teacher	Speaker	Exchange
Stand beside C#1 and ask him:	T:	DO YOU LIKE HAMBURGERS?
Expand his response:	T:	Tell me: YES, I DO. I LIKE HAMBURGERS. Or NO, I DON'T. I DON'T. I DON'T LIKE HAMBURGERS.
When he gives a "YES" response, model for him:	T:	Tell me: I WANT TO ORDER A HAMBURGER.
	C:	I WANT TO ORDER A HAMBURGER.
Write his name and "HAMBURGER" on the pad. Ask him:	T:	WHAT ELSE DO YOU LIKE?
Let him order one other food: (A salad, soup, french fries, etc.)	T:	Tell me: I ALSO LIKE FRENCH FRIES.
	C:	I ALSO LIKE FRENCH FRIES.
Model for him:	T:	Tell me: I WANT TO ORDER SOME FRENCH FRIES.
	C:	I WANT TO ORDER SOME FRENCH FRIES.
Now ask him:	T:	WHAT DO YOU WANT TO DRINK? DO YOU LIKE COKES?
Expand his response:	T:	Tell me: YES, I DO. I LIKE COKES. NO, I DON'T. Or I DON'T LIKE COKES.
When he gives a "YES" response, Model:	T:	Tell me: I WANT TO ORDER A COKE.
	C:	I WANT TO ORDER A COKE.
Now show him the pad. Ask him:	T:	WHAT DID YOU ORDER?

Instructions to the teacher	Speaker	Exchange
Model: (point to HAMBURGER)	T:	Tell me: I ORDERED A HAMBURGER.
	C:	I ORDERED A HAMBURGER.
Ask:	T:	WHAT ELSE DID YOU ORDER?
Point to FRENCH FRIES and model:	T:	Tell me: I ALSO ORDERED SOME FRENCH FRIES.
	C:	I ALSO ORDERED SOME FRENCH FRIES.
Point to COKE and ask him:	T:	WHAT DID YOU ORDER TO DRINK?
Model:	T:	Tell me: I ORDERED A COKE.
	C:	I ORDERED A COKE.
Repeat this with every child: After all the children have ordered, say to the group:	T:	I'LL BRING YOU YOUR LUNCH.
Bring a paper plate with a picture of a hamburger pasted on it. Say:	T:	WHO ORDERED A HAMBURGER?
Say to one child:	T:	DID YOU ORDER A HAMBURGER?
Model:	T:	Tell me: YES, I DID. I ORDERED A HAMBURGER.
	C:	YES, I DID. I ORDERED A HAMBURGER.
	T:	I'LL SERVE YOU A HAMBURGER.
Pantomime serving; then ask him:	T:	WHAT DID I SERVE YOU?
Model:	T:	Tell me: YOU SERVED ME A HAMBURGER.

Instructions to the teacher	Speaker	Exchange
	C:	YOU SERVED ME A HAMBURGER.
Ask the group:	T:	WHO ELSE ORDERED A HAMBURGER?
Model for whoever did:	T:	Tell me: I DID. I ORDERED A HAMBURGER.
	C#2	I DID. I ORDERED A HAMBURGER.
Say to him:	T:	I'LL SERVE YOU A HAMBURGER.
Pantomime serving; then ask him:	T:	WHAT DID I SERVE YOU?
Model, if necessary:	T:	Tell me: YOU SERVED ME A HAMBURGER.
	C:	YOU SERVED ME A HAMBURGER.
Continue if there are other children who ordered hamburgers.		
Next bring the french fries (for example and serve them to everyone who ordered them.		
Continue with the other foods.		
Next serve the drinks. Bring a bottle of coke and say:	T:	WHO ORDERED A COKE?
Model for C#1:	T:	Tell me: I DID. I ORDERED A COKE.
	C#1	I DID. I ORDERED A COKE.
	T:	I'LL POUR YOU A COKE.
Pantomime pouring; then ask him:	T:	WHAT DID I POUR YOU?

Instructions to the teacher	Speaker	Exchange
Model:	T:	Tell me: YOU POURED ME A COKE.
	C#1	YOU POURED ME A COKE.
Ask the group:	T:	WHO ELSE ORDERED A COKE?
Model for whoever did:	T:	Tell me: I DID. I ORDERED A COKE.
	C:	I DID. I ORDERED A COKE.
Say to him:	T:	I'LL POUR YOU A COKE.
Pantomime pouring; then ask him:	T:	WHAT DID I POUR YOU?
Model:	T:	Tell me: YOU POURED ME A COKE.
	C:	YOU POURED ME A COKE.
Continue with all children who ordered cokes.		
Continue with the other drinks.		
Now bring the mustard, ketchup, salt, pepper, lettuce, onion and tomatoes to the table.		
Ask a child who is too far from these things to reach them: (Point to them as you say this)	T:	DO YOU NEED SOMETHING?
Model:	T:	Tell me: YES, I DO. I NEED SOME MUSTARD.
	C#1	YES, I DO. I NEED SOME MUSTARD.

Instructions to the teacher	Speaker	Exchange
Point to another child and say to C#1:	T:	Ask him: WILL YOU PASS ME THE MUSTARD?
	C#1	WILL YOU PASS ME THE MUSTARD?
Model for child #2:	T:	Tell him: YES, I WILL. I'LL PASS YOU THE MUSTARD.
	T:	YES I WILL. I'LL PASS YOU THE MUSTARD.
Help child #2 to pass the mustard to child #1. Then ask child #2:	T:	WHAT DID YOU PASS [HIM / HER] ?
Model:	T:	Tell me: I PASSED [HIM / HER] THE MUSTARD.
	C#2	I PASSED [HIM / HER] THE MUSTARD.
Ask child #1:	T:	WHAT DID [HE / SHE] PASS YOU?
Model:	T:	Tell me: [HE / SHE] PASSED ME THE MUSTARD.
	C#1	[HE / SHE] PASSED ME THE MUSTARD.
Repeat this drill several times with pairs of children, asking the second to pass something to the first. Be sure all children have a chance to participate Also be sure to review all items by suggesting to the children things that		

Instructions to the teacher	Speaker	Exchange
they need.		
II. REINFORCEMENT		
Have the children return to their original seats. Use the folder of pictures of luncheon foods.		
Say to the group:	T:	TODAY YOU ATE LUNCH IN A RESTAURANT.
Ask child #1:	T:	WHAT DID YOU ORDER FOR LUNCH? SHOW ME.
Hand him the folder and help him find what he ordered. Model for him:	T:	Tell me: I ORDERED A HAMBURGER.
Ask the group (showing them the picture):	C#1	I ORDERED A HAMBURGER.
Ask the group (showing them the picture):	T:	WHAT DID [HE / SHE] ORDER?
Model:	T:	Tell me: [HE / SHE] ORDERED A HAMBURGER.
	GRP:	[HE / SHE] ORDERED A HAMBURGER.
Ask the child:	T:	WHAT ELSE DID YOU ORDER?
Help him find it; model for him:	T:	Tell me: I ALSO ORDERED SOME FRENCH FRIES.
	C #1:	I ALSO ORDERED SOME FRENCH FRIES.
Ask the group (showing them the picture):	T:	WHAT ELSE DID [HE / SHE] ORDER?

Instructions to the teacher	Speaker	Exchange
Model, if necessary:	T:	Tell me: [HE / SHE] ALSO ORDERED SOME FRENCH FRIES.
	GRP:	[HE / SHE] ALSO ORDERED SOME FRENCH FRIES.
Ask the child:	T:	WHAT DID YOU ORDER TO DRINK?
Model:	T:	Tell me: I ORDERED A COKE.
	C #1:	I ORDERED A COKE.
Ask the group:	T:	WHAT DID [HE / SHE] ORDER TO DRINK?
Model:	T:	[HE / SHE] ORDERED A COKE.
Continue with every child.	GRP:	[HE / SHE] ORDERED A COKE.

Year 2
Week 10
Day 5
Page 1

REVIEW PATTERNS: Time phrases: In the morning; at noon
Questions with: What can we do with sugar?
Names of all breakfast and lunch foods, drinks, and condiments.
Waitress, menu, lunch, breakfast
NP + Order + NP
NP + Pass, Pour, Serve + NP (Benefactive) + NP (Object)

MATERIALS NEEDED: Folders of pictures of breakfast and lunch foods.
Picture of waitress; H-M cards 214, 215
Menus
Large bowl of rice; spoon; small bowl; pitcher; glass; cup
Pencil and pad

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Mix and match the breakfast and lunch pictures, but keep them in the three groups of Foods, Drinks, and Condiments.		
Hold up H-M Card 215. Ask:	T:	WHAT ARE THEY DOING?
Model, if necessary:	T:	Tell me: THEY'RE EATING BREAKFAST.
	GRP	THEY'RE EATING BREAKFAST.
Hold up H-M Card 214. Ask:	T:	WHAT ARE THEY DOING?
Model, if necessary:	T:	Tell me: THEY'RE EATING LUNCH.
	GRP	THEY'RE EATING LUNCH.
Ask the group:	T:	DO WE EAT BREAKFAST AT NOON?
Model the response:	T:	Tell me: NO, WE DON'T. WE DON'T EAT BREAKFAST AT NOON.
	GRP	NO, WE DON'T. WE DON'T EAT BREAKFAST AT NOON.
Ask them:	T:	WHEN DO WE EAT BREAKFAST?

Instructions to the teacher	Speaker	Exchange
Model, if necessary:	T:	Tell me: WE EAT BREAKFAST IN THE MORNING.
	GRP	WE EAT BREAKFAST IN THE MORNING.
Ask them:	T:	DO WE EAT LUNCH IN THE MORNING?
Model, if necessary:	T:	Tell me: NO, WE DON'T. WE DON'T EAT LUNCH IN THE MORNING.
	GRP	NO, WE DON'T. WE DON'T EAT LUNCH IN THE MORNING.
Ask them:	T:	WHEN DO WE EAT LUNCH?
Model, if necessary:	T:	Tell me: WE EAT LUNCH AT NOON.
	GRP	WE EAT LUNCH AT NOON.
Now use the pictures of foods. Hold up a picture and ask:	T:	WHAT'S THIS?
Model, if necessary:	T:	Tell me: THAT'S A HAMBURGER.
	GRP	THAT'S A HAMBURGER.
Ask them:	T:	DO WE EAT HAMBURGERS FOR BREAKFAST?
Model if necessary:	T:	Tell me: NO, WE DON'T. WE DON'T EAT HAMBURGERS FOR BREAKFAST.
	GRP	NO, WE DON'T. WE DON'T EAT HAMBURGERS FOR BREAKFAST.
Hold up another picture. Ask:	T:	WHAT ARE THESE?
	GRP	THOSE ARE WAFFLES.
	T:	DO WE EAT WAFFLES FOR LUNCH?

Instructions to the teacher	Speaker	Exchange
	GRP	NO, WE DON'T. WE DON'T EAT WAFFLES FOR LUNCH.
Hold up another picture. Ask:	T:	WHAT'S THIS?
	GRP	THAT'S CEREAL.
	T:	DO WE EAT CEREAL FOR BREAKFAST?
	GRP:	YES, WE DO. WE EAT CEREAL FOR BREAKFAST.
Continue with the rest of the foods; your questions should have both "YES" and "NO" answers. Review the drinks in the same way. NOTE: Some of the items, of course, can be eaten and drunk both at breakfast and at lunch; e.g., ham, chocolate, milk, etc. Review the condiments in this way:		
Hold up a picture and ask:	T:	WHAT'S THIS?
	GRP	THAT'S SUGAR.
	T:	WHAT CAN WE DO WITH SUGAR?
Model:	T:	Tell me: WE CAN PUT IT IN OUR [COFFEE. / TEA / CEREAL / ETC.]
Hold up another picture and ask:	T:	WHAT'S THIS?

Instructions to the teacher	Speaker	Exchange
	GRP	THAT'S JAM.
	T:	WHAT CAN WE DO WITH JAM?
	GRP	WE CAN PUT IT ON OUR [TOAST / WAFFLES / PANCAKES / ETC.]
Review all the condiments in this way.		

PART II. EVALUATION

Year 2
Week 10
Day 5
Page 5

The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

Instructions to the teacher	Speaker	Item and Response	Student	C=Correct √=Incorrect
ITEM 1. Show the child the picture of a WEEK 10 waitress. Ask: DAYS 2	T:	WHO IS SHE?		
3	C:	SHE'S A WAITRESS.		
4 Show him a menu and ask:	T:	WHAT'S THIS?		
	C:	THAT'S A MENU!		
ITEM 2 Give the child a menu. Say: WEEK 10 DAYS 3	T:	HERE'S A MENU. WHAT DO YOU WANT TO ORDER?		
4	C:	(I WANT TO ORDER) SOME PANCAKES. etc.		
Write down his order; then show it to him and ask:	T:	WHAT DID YOU ORDER?		
	C:	(I ORDERED) SOME PANCAKES.		
ITEM 3. Have a large bowl of rice, a spoon, WEEK 10 and a small bowl. Ask the child: DAYS 3	T:	WILL YOU SERVE ME SOME RICE?		
4 He should do so.				
Then ask him:	T:	WHAT DID YOU SERVE ME?		
	C:	I SERVED YOU SOME RICE.		

EVALUATION (continued)

Instructions to the teacher	Speaker	Item and Response Student:	C=Correct ✓=Incorrect 1 2 3 4 5 6
ITEM 4 Have a pitcher partly full of water WEEK 10 and a glass. Ask the child: DAYS 3 4 He should do so.	T:	WILL YOU POUR ME SOME WATER?	
Then ask him:	T:	WHAT DID YOU POUR ME?	
	C:	I POURED YOU SOME WATER.	
ITEM 5 Lay out on the table 3 pictures WEEK 10 of luncheon foods and 3 of DAYS 3 breakfast foods. Ask him: 4 5	T:	WHAT DO WE EAT FOR LUNCH? SHOW ME.	
As he points to each item, ask him:	T:	WHAT IS THAT?	
	C:	THAT'S A HAMBURGER. Etc.	
ITEM 6 Using the pictures above, ask the WEEK 10 child: DAYS 3 4	T:	WHAT DO WE EAT FOR BREAKFAST? SHOW ME.	
5 As he points to each item, ask him:	T:	WHAT IS THAT?	
	C:	THAT'S CEREAL. (etc.)	

EVALUATION (continued)

Instructions to the teacher	Speaker	Item and Response Student:	C= Correct = Incorrect 1 2 3 4 5 6
ITEM 7 WEEK 10 DAYS 2 3 4 Show the child pictures of the following: 1. sugar, cereal, coffee, tea 2. hot dog, hamburger, french fries ketchup. 3. butter, toast, pancakes waffles.			
Ask him about each of the underlined words:	T:	WHAT IS THIS?	
	C:	THAT'S (SUGAR, KETCHUP, BUTTER).	
ITEM 8 WEEK 10 DAY 5 Ask the child about each of the underlined words in Item VII:	T:	WHAT CAN WE DO WITH [SUGAR / KETCHUP / BUTTER] ?	
The child should answer (e.g. for sugar):	C:	WE CAN PUT IT IN OUR [COFFEE . / IN OUR TEA / ON OUR CEREAL]	
NOTE: To get all the answers, ask:		WHAT ELSE CAN WE DO WITH SUGAR? ETC.	
ITEM 9 WEEK 10 DAYS 3 4 Sit beside the child at the table. Place a cup, glass, etc. on the other side of the child. Ask him:	T:	WILL YOU PASS ME THE CUP?	
He should do so. Then ask him:	T:	WHAT DID YOU PASS ME?	
	C:	I PASSED YOU THE CUP.	

ENGLISH COMPONENT
YEAR II
WEEK XI

RECEIVED
JAN 19 1972
NMSU
E.R.I.C

OBJECTIVES

1. NEW VOCABULARY:

   VERBS: Fill/filled
   Use/used

   MEASURE: Carton of

   MONEY TERMS: Quarter, dime, nickle, penny, half-dollar.

   NOUNS: Toothbrush, clothesbrush, hairbrush.

2. CONSTRUCTIONS: Instrumentality expressed as action: e.g. "You can use the brush to brush your clothes."

3. CONSTRUCTION: Instrumentality expressed as action: e.g. "You can fill the box with beans."

4. QUESTIONS INVOLVING ACTION OF INSTRUMENTATION:
   e.g. "What can you use this brush for?"
   "What can you fill this box with?"

5. MATERIALS:
   Day 2: Pens, pencils, crayons, paper, toy scissors, brushes.
   Day 3: As above plus: bowls of rice, beans, macaroni, raisins, large spoon, small bowl, bag, cup, jar, box, glass.
   Day 4: Pictures of canned and packaged breakfast and lunch foods, play money (coins), three dozen small paper bags.
   Day 5: Animal crackers, slices of apple, carton of milk, pitcher of grape flavored Kool-aid.

REVIEW DAY

Year 2
Week 11
Day 1

INDICATE THE NUMBFR OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK:

Item 1 _____ Item 4 _____ Item 7 _____

Item 2 _____ Item 5 _____ Item 8 _____

Item 3 _____ Item 6 _____ Item 9 _____

Which drills or exercises did you repeat on the basis of this evaluation?

List the patterns you reviewed and the activities you used for each.

Did the children who were having difficulties previously appear to understand better after the review?

REVIEW PATTERNS: Instrumentals
Substitution: Pronouns for NP (Object)

Year 2
Week 11
Day 2
Page 1

NEW CONSTRUCTIONS: NP + USE + NP (Instrument) to....
e.g. "You can use this brush to brush your hair."

NEW VOCABULARY OR FORMS: Use/used (Verb)

MATERIALS NEEDED: Pens, pencils, crayons, paper
Toy scissors
3 brushes: toothbrush, clothesbrush, hairbrush

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
DEMONSTRATE:		
Hold up a pencil and ask:	T:	WHAT CAN I DO WITH THIS PENCIL?
Expand children's response:	T:	Tell me: YOU CAN DRAW A CIRCLE WITH THE PENCIL.
	GRP	YOU CAN DRAW A CIRCLE WITH THE PENCIL.
Draw the circle and show it. Say:	T:	YES, I CAN. I CAN DRAW A CIRCLE WITH THE PENCIL. WHAT ELSE CAN I DO WITH THE PENCIL?
Model, if necessary:	T:	Tell me: YOU CAN ALSO MAKE A DOT WITH THE PENCIL.
	GRP	YOU CAN ALSO MAKE A DOT WITH THE PENCIL.
Make the dot and show it.	T:	YES, I CAN. I CAN MAKE A DOT WITH THE PENCIL.
Continue to elicit all uses of the pencil that the children have had. (Draw a line, draw a square, fill in the circle).		
Give one of the children a crayon and a sheet of paper. Model for him:	T:	Ask them: WHAT CAN I DO WITH THIS CRAYON?
	C:	WHAT CAN I DO WITH THE CRAYON?

Instructions to the teacher	Speaker	Exchange
Model for the group, if necessary:	T:	Tell him: YOU CAN DRAW A CIRCLE WITH THE CRAYON.
	GRP	YOU CAN DRAW A CIRCLE WITH THE CRAYON.
Have the child draw the circle and show it. Model for him:	T:	Tell them: YES? I CAN. I CAN DRAW A CIRCLE WITH THE CRAYON.
	C:	YES, I CAN. I CAN DRAW A CIRCLE WITH THE CRAYON.
Model for him:	T:	Ask them: WHAT ELSE CAN I DO WITH THE CRAYON?
	C:	WHAT ELSE CAN I DO WITH THE CRAYON?
Model for the group, if necessary:	T:	Tell him: YOU CAN ALSO FILL IN THE CIRCLE WITH THE CRAYON.
	GRP	YOU CAN ALSO FILL IN THE CIRCLE WITH THE CRAYON.
Have the child fill in the circle and show it. Model for him:	T:	Tell them: YES, I CAN. I CAN FILL IN THE CIRCLE WITH THE CRAYON.
	C:	YES, I CAN. I CAN FILL IN THE CIRCLE WITH THE CRAYON.
Continue to elicit more uses of the crayon. Give another child a hairbrush. Model for him:	T:	Ask them: WHAT CAN I DO WITH THIS BRUSH?
	C:	WHAT CAN I DO WITH THIS BRUSH?
Model for the group:	T:	Tell him: YOU CAN BRUSH YOUR HAIR WITH THE BRUSH.
	GRP	YOU CAN BRUSH YOUR HAIR WITH THE BRUSH.

Instructions to the teacher	Speaker	Exchange
Have him pantomime the action. Then model for him:	T:	Tell them: YES, I CAN. I CAN BRUSH MY HAIR WITH THE BRUSH.
Give another child a clothesbrush. Model for him:	T:	Ask them: WHAT CAN I DO WITH THIS BRUSH?
Model for the group, if necessary:	T:	Tell him: YOU CAN BRUSH YOUR CLOTHES WITH THE BRUSH.
	GRP	YOU CAN BRUSH YOUR CLOTHES WITH THE BRUSH.
Have him pantomime the action. Then model for him:	T:	Tell them: YES, I CAN. I CAN BRUSH MY CLOTHES WITH THE BRUSH.
	C:	YES, I CAN. I CAN BRUSH MY CLOTHES WITH THE BRUSH.
Give another child a toothbrush. Model for him:	T:	Ask them: WHAT CAN I DO WITH THIS BRUSH?
	C:	WHAT CAN I DO WITH THIS BRUSH?
Model for the group, if necessary:	T:	Tell him: YOU CAN BRUSH YOUR TEETH WITH THE BRUSH.
	GRP	YOU CAN BRUSH YOUR TEETH WITH THE BRUSH.
Have the child pantomime the action. Then model for him:	T:	Tell them: YES, I CAN. I CAN BRUSH MY TEETH WITH THE BRUSH.
	C:	YES, I CAN. I CAN BRUSH MY TEETH WITH THE BRUSH.
Give another child a pen and a sheet of paper. Elicit all uses of the pen. (DRAW		

Instructions to the teacher	Speaker	Exchange
A CIRCLE, MAKE A DOT, DRAW A SQUARE, DRAW A LINE, etc.) Give another child a pair of scissors and elicit use of scissors (CUT THE PAPER)		
INTRODUCTION		
Hold up a pencil. Ask:	T:	WHAT CAN I USE THIS PENCIL FOR? WHAT CAN I USE THIS PENCIL FOR?
Pantomime drawing a circle on a sheet of paper. Try to elicit the response "DRAW A CIRCLE." Then expand:	T:	THAT'S RIGHT. I CAN USE THE PENCIL TO DRAW A CIRCLE. Tell me: YOU CAN USE THE PENCIL TO DRAW A CIRCLE.
	GRP	YOU CAN USE THE PENCIL TO DRAW A CIRCLE.
Draw the circle; show it; and repeat:	T:	Tell me: YOU CAN USE THE PENCIL TO DRAW A CIRCLE.
	GRP	YOU CAN USE THE PENCIL TO DRAW A CIRCLE.
Ask:	T:	WHAT ELSE CAN I USE THE PENCIL FOR?
Pantomime drawing a line. Expand the response.	T:	THAT'S RIGHT. I CAN USE THE PENCIL TO DRAW A LINE. Tell me: YOU CAN USE THE PENCIL TO DRAW A LINE.
	GRP	YOU CAN USE THE PENCIL TO DRAW A LINE.
Draw the line; show it; and repeat:	T:	Tell me: YOU CAN USE THE PENCIL TO DRAW A LINE.
	GRP	YOU CAN USE THE PENCIL TO DRAW A LINE.
Elicit the other uses of a pencil (MAKE		

Instructions to the teacher	Speaker	Exchange
A DOT, FILL IN THE CIRCLE, etc.), using the same drill.		
Call on a child. Give him a crayon and a sheet of paper. Model for him:	T:	Ask them: WHAT CAN I USE THIS CRAYON FOR?
	C:	WHAT CAN I USE THIS CRAYON FOR?
Leave off the pantomime, if possible. When the group makes a response expand it:	T:	THAT'S RIGHT. Tell him: YOU CAN USE THE CRAYON TO DRAW A CIRCLE.
	GRP	YOU CAN USE THE CRAYON TO DRAW A CIRCLE.
Ask the child:	T:	WHAT CAN YOU USE THE CRAYON FOR?
Model for him:	T:	Tell me: I CAN USE THE CRAYON TO DRAW A CIRCLE.
	C:	I CAN USE THE CRAYON TO DRAW A CIRCLE.
Have him draw the circle and show it. Ask the group:	T:	WHAT CAN [HE / SHE] USE THE CRAYON FOR?
Model, if necessary:	T:	Tell me: [HE / SHE] CAN USE THE CRAYON TO DRAW A CIRCLE.
	GRP	[HE / SHE] CAN USE THE CRAYON TO DRAW A CIRCLE.
Model for the child:	T:	Ask them: WHAT ELSE CAN I USE THE CRAYON FOR?
	C:	WHAT ELSE CAN I USE THE CRAYON FOR?
Again, leave off the pantomime if		

Instructions to the teacher	Speaker	Exchange
possible. Expand the group's response:	T:	Tell him: YOU CAN USE THE CRAYON TO MAKE A DOT.
	GRP	YOU CAN USE THE CRAYON TO MAKE A DOT.
Ask the child:	T:	WHAT CAN YOU USE THE CRAYON FOR?
Model, if necessary:	T:	Tell me: I CAN USE THE CRAYON TO MAKE A DOT.
	C:	I CAN USE THE CRAYON TO MAKE A DOT.
Have him make the dot and show it. Ask the group:	T:	WHAT CAN [HE / SHE] USE THE CRAYON FOR?
Model, if necessary:	T:	Tell me: [HE / SHE] CAN USE THE CRAYON TO MAKE A DOT.
	GRP	[HE / SHE] CAN USE THE CRAYON TO MAKE A DOT.
Model for the child:	T:	Ask them: WHAT ELSE CAN I USE THE CRAYON FOR?
Continue to elicit all the uses of the crayon, using the same drill.		
Call on another child. Give him a hair-brush. Model for him:	T:	Ask them: WHAT CAN I USE THIS BRUSH FOR?
	C:	WHAT CAN I USE THIS BRUSH FOR?
Expand the group's response:	T:	Tell him: YOU CAN USE THE BRUSH TO BRUSH YOUR HAIR.
Ask the child:	T:	WHAT CAN YOU USE THE BRUSH FOR?

Instructions to the teacher	Speaker	Exchange
Model, if necessary:	T:	Tell me: I CAN USE THE BRUSH TO BRUSH MY HAIR.
	C:	I CAN USE THE BRUSH TO BRUSH MY HAIR.
Have him pantomime the action. Then ask the group:	T:	WHAT CAN [HE / SHE] USE THE BRUSH FOR?
Model, if necessary:	T:	Tell me: [HE / SHE] CAN USE THE BRUSH TO BRUSH [HIS / HER] HAIR
	GRP	[HE / SHE] CAN USE THE BRUSH TO BRUSH [HIS / HER] HAIR.
Give another child the toothbrush and use the same drill. Give another child the clothesbrush and use the same drill. Give another a pair of scissors and use the same drill. Give another child a pen and use the same drill, eliciting all the uses of a pen. NOTE: You will observe that some items have only one use, (each kind of brush, and the scissors), while others have several (pen, pencil, crayon). If an item has more than one use, elicit all the uses.		

II. REINFORCEMENT

Instructions to the teacher	Speaker	Exchange
Give each child a crayon, a sheet of paper, a pencil, and a pen. Each should have a place to work at the table.		
Point to child #1 and ask the group:	T:	Ask him: WHAT CAN YOU USE THE PENCIL FOR?
	GRP	WHAT CAN YOU USE THE PENCIL FOR?
Model for the child:	T:	Tell them: I CAN USE IT TO DRAW A HOUSE.
	C:	I CAN USE IT TO DRAW A HOUSE
Have him draw the house. Say to the group:	T:	Ask him: WHAT DID YOU USE THE PENCIL FOR?
	GRP	WHAT DID YOU USE THE PENCIL FOR?
Model for the child:	T:	Tell them: I USED IT TO DRAW A HOUSE.
	C:	I USED IT TO DRAW A HOUSE.
Model for the group:	T:	Ask him: WHAT CAN YOU USE THE CRAYON FOR?
	GRP	WHAT CAN YOU USE THE CRAYON FOR?
Model for the child:	T:	Tell them: I CAN USE IT TO COLOR THE HOUSE.
	C:	I CAN USE IT TO COLOR THE HOUSE.
Have him do so. Say to the group:	T:	Ask him: WHAT DID YOU USE THE CRAYON FOR?
	GRP	WHAT DID YOU USE THE CRAYON FOR?
Model for the child:	T:	Tell them: I USED IT TO COLOR THE HOUSE.

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Week 11
Day 2
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Instructions to the teacher	Speaker	Exchange
	C:	I USED IT TO COLOR THE HOUSE.
Model for the group:	T:	Ask him: WHAT CAN YOU USE THE PEN FOR?
	GRP	WHAT CAN YOU USE THE PEN FOR?
Model for the child:	T:	Tell them: I CAN USE IT TO WRITE MY NAME.
	C:	I CAN USE IT TO WRITE MY NAME.
Help him write his name on his drawing. Say to the group:	T:	Ask him: WHAT DID YOU USE THE PEN FOR?
	GRP	WHAT DID YOU USE THE PEN FOR?
Model for the child:	T:	Tell them: I USED IT TO WRITE MY NAME.
	C:	I USED IT TO WRITE MY NAME.
Repeat this drill with every child. (Have them draw different things, e.g., a tree, a car, a boy, a girl, etc.)		

REVIEW PATTERNS:
1. Again use
2. Use + NP + embedded S
3. Substitution: Pron for NP
4. Possessives: my/your (singular)
   our/your (plural)

Year 2
Week 11
Day 3
Page 1

NEW CONSTRUCTION:
1. NP + fill + NP (Object) with...
   e.g. "You can fill this box with raisins."
2. Questions involving instrumentation.
   e.g. "What can you use this brush for?"
   "What can you fill this box with?"

MATERIALS NEEDED: Pens, pencils, crayons, paper
Large bowls of rice, beans, macaroni, raisins
Large spoon
Small bowl, bag, cup, jar, box, glass

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Have children seated at the table. Each should have a pen, pencil, crayon, and several sheets of paper.		
REVIEW: my/your; our/your		
Say to the group: (Hold up your pencil).	T:	THIS IS MY PENCIL.
Say to one child:	T:	THIS IS MY PENCIL. Tell me: THAT'S YOUR PENCIL.
	C:	THAT'S YOUR PENCIL.
Have him hold up his pencil. Point to it and say:	T:	THAT'S YOUR PENCIL.
	T:	Tell me: THIS IS MY PENCIL.
	C:	THIS IS MY PENCIL.
Repeat this with each child.		

Instructions to the teacher	Speaker	Exchange
Now say to the group: (Have them hold up their pencils).	T:	THOSE ARE YOUR PENCILS.
Model:	T:	Tell me: THESE ARE OUR PENCILS.
	GRP	THESE ARE OUR PENCILS.
Hold up your pencil. Say:	T:	THIS IS MY PENCIL.
Model:	T:	Tell me: THAT'S YOUR PENCIL.
	GRP	THAT'S YOUR PENCIL.
Repeat the same drill with the pens, crayons, and paper, drilling my/your with each child and the drilling our/your with the group.		
Ask one child:	T:	WHAT CAN YOU USE YOUR PENCIL FOR?
Expand his response:	T:	Tell me: I CAN USE MY PENCIL TO DRAW A [CIRCLE / HOUSE / ETC.]
	C:	I CAN USE MY PENCIL TO DRAW A [CIRCLE / HOUSE / ETC.]
Have him do it. Then say:	T:	GOOD. (Etc.)
Ask another child:	T:	WHAT CAN YOU USE <u>YOUR</u> PENCIL FOR?
Use the same drill. Repeat with every child.		

Instructions to the teacher	Speaker	Exchange
Repeat the same drill with PEN and CRAYON. Let the child name and perform a variety of actions with each instrument. (They need not use pencils only for drawing and crayons only for filling in, etc.) Some of the actions can be: MAKE A DOT, DRAW A LINE, WRITE MY NAME, FILL IN THE _____ (HOUSE, CIRCLE, ETC.), DRAW A _____ (CAR, TREE, BOY, GIRL, ETC.)		
REVIEW - PART II (Substitution of IT for object of USE)		
Have one child hold up his pencil and say to the group:	T:	Tell them: THIS IS MY PENCIL.
	C:	THIS IS MY PENCIL.
Model:	T:	Ask them: WHAT CAN I USE IT FOR?
Expand the group's response:	T:	Tell him: YOU CAN USE IT TO DRAW A LINE.
	GRP	YOU CAN USE IT TO DRAW A LINE.
Have the child do so. Then model for him:	T:	Ask them: WHAT DID I USE MY PENCIL FOR?
	C:	WHAT DID I USE MY PENCIL FOR?
Model for the group:	T:	Tell him: YOU USED IT TO DRAW A LINE.
	GRP	YOU USED IT TO DRAW A LINE.
Ask the child:	T:	WHAT DID YOU USE IT FOR?

Instructions to the teacher	Speaker	Exchange
Model, if necessary:	T:	Tell me: I USED IT TO DRAW A LINE.
	C:	I USED IT TO DRAW A LINE.
Repeat this with every child. (Allow them to perform a variety of actions.)		
Repeat with each child, using "PEN."		
Repeat with each child, using "CRAYON."		
II. INTRODUCTION		
Use the large bowls of rice, beans, macaroni, and raisins from Week 8. Have them on a table along with a cup, a bowl, a glass, a box, a bag, a jar, and a large spoon.		
Hold up a cup. Say:	T:	WHAT CAN I FILL THIS CUP WITH? I CAN FILL THIS CUP WITH RICE.
Spoon rice into the cup until it is full. Show it to the group. Then empty the rice back into the large bowl and ask:	T:	WHAT ELSE CAN I FILL THE CUP WITH? I CAN FILL THE CUP WITH BEANS.
Use the spoon to fill the cup with beans. Show it to the group; then empty it and ask:	T:	WHAT ELSE CAN I FILL THE CUP WITH? I CAN FILL THE CUP WITH MACARONI.
Fill the cup with raisins; show it to the group; empty it and put the cup aside.		
Hold up a bag and ask:	T:	WHAT CAN I FILL THIS BAG WITH?

Instructions to the teacher	Speaker	Exchange
This time let the group make responses. Expand:	T:	Tell me: YOU CAN FILL THE BAG WITH BEANS.
	GRP	YOU CAN FILL THE BAG WITH BEANS.
Fill the bag ; show it to the group; empty it and ask:	T:	WHAT ELSE CAN I FILL THE BAG WITH?
	GRP	YOU CAN FILL THE BAG WITH RICE.
Repeat until you have filled the bag with all four materials.		
Now call on a child. Give him the small bowl and the spoon. Model for him:	T:	Ask them: WHAT CAN I FILL THIS BOWL WITH?
	C:	WHAT CAN I FILL THIS BOWL WITH?
Model, if necessary, for the group:	T:	Tell him: YOU CAN FILL THE BOWL WITH RAISINS.
	GRP	YOU CAN FILL THE BOWL WITH RAISINS.
Have the child fill the bowl and show it to the group. Then have him empty it and ask:	T:	Ask them: WHAT ELSE CAN I FILL THE BOWL WITH?
	C:	WHAT ELSE CAN I FILL THE BOWL WITH?
Model, if necessary:	T:	Tell him: YOU CAN FILL THE BOWL WITH RICE.
	GRP	YOU CAN FILL THE BOWL WITH RICE.
Have him fill it with rice. Continue with macaroni and beans.		

Instructions to the teacher	Speaker	Excahng
Call on every other child. Give each a container (box, bag, jar, etc.) and have each follow the drill outlined above.		
III. REINFORCEMENT		
Hold up a bowl. Say to the group:	T:	I'M GOING TO FILL THIS BOWL.
Fill the bowl with rice. (Make sure that the group can see what you are putting into the bowl.) Then ask:	T:	WHAT DID I FILL THE BOWL WITH?
Let the group respond. Expand:	T:	Tell me: YOU FILLED THE BOWL WITH RICE.
	GRP	YOU FILLED THE BOWL WITH RICE.
Empty the bowl. Say:	T:	I'M GOING TO FILL THE BOWL AGAIN.
Again, make sure the group can see what you are putting into the bowl. Ask:	T:	WHAT DID I FILL THE BOWL WITH?
Model, if necessary:	T:	Tell me: YOU FILLED THE BOWL WITH RAISINS.
	GRP	YOU FILLED THE BOWL WITH RAISINS.
Repeat the same drill, using the beans and the macaroni.		
Call on a child. Give him the spoon and a bag. Model for him:	T:	Tell them: I'M GOING TO FILL THIS BAG.
	C:	I'M GOING TO FILL THIS BAG.
Have him fill it; be sure that the group can see what he is putting into it. Model for him:	T:	Ask them: WHAT DID I FILL THE BAG WITH?

Instructions to the teacher	Speaker	Exchange
	C:	WHAT DID I FILL THE BAG WITH?
Model, if necessary:	T:	Tell him: YOU FILLED THE BAG WITH MACARONI.
	GRP	YOU FILLED THE BAG WITH MACARONI.
Have him empty the bag. Model for him:	T:	Tell them: I'M GOING TO FILL THE BAG AGAIN.
	C:	I'M GOING TO FILL THE BAG AGAIN.
Have him do so. Then model for him:	T:	Ask them: WHAT DID I FILL THE BAG WITH?
	C:	WHAT DID I FILL THE BAG WITH?
Model, if necessary:	T:	Tell him: YOU FILLED THE BAG WITH BEANS.
	GRP	YOU FILLED THE BAG WITH BEANS.
Have him repeat the drill using the other two materials.		
Repeat this entire drill with each child, giving each a container and letting him fill it four times.		

Year 2
Week 11
Day 4
Page 1

REVIEW PATTERNS: Names of breakfast and lunch foods
Want + embedded S
Need + NP
Verbs: buy-bought, sell-sold, cost/costs-cost
How much?
Measures: (can, box, package, jar, bag) + of

NEW VOCABULARY OR FORMS: Money terms: A quarter, a dime, a nickel, a penny, a half dollar.
Measure: Carton of

MATERIALS NEEDED: Pictures of canned and packaged breakfast and lunch foods cut from magazines and pasted on sheets of paper. (e.g., jar of mustard, bag of potato chips, jar of coffee, package of bacon, carton of milk, box of salt, etc.)
Play money: coins of different sizes
About three dozen small paper bags.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Today's lesson will be devoted to a play store situation. This will provide a review of names of foods; of HOW MUCH; of COST (Verb); of BUY, SELL; of NEED and WANT; and of Measures. Have a table set up as the store. All the pictures of foods should be displayed on it. Also have an empty box on the table for cash register. Give each child play money coins of as many different sizes as you have. These will be called A QUARTER, A DIME, A NICKEL, A PENNY, and A HALF DOLLAR. Before you begin, go over the names of the coins. Use as many different names as you have sizes (e.g., if you have only three sizes, use the names quarter,		

Instructions to the teacher	Speaker	Exchange
nickel, and dime. If you have four sizes, add penny; if five, add half dollar.)		
Lay your coins out on the table, from largest to smallest. Point to the largest and say:	T:	THAT'S A QUARTER. Repeat, please: THAT'S A QUARTER.
	GRP	THAT'S A QUARTER.
Point to the next largest and say:	T:	THAT'S A NICKEL. Repeat, please: THAT'S A NICKEL.
	GRP	THAT'S A NICKEL.
Point to the smallest and say:	T:	THAT'S A DIME. Repeat, please: THAT'S A DIME.
	GRP	THAT'S A DIME.
Ask one child:	T:	DO YOU HAVE A QUARTER?
	C:	YES, I DO. I HAVE A QUARTER.
	T:	SHOW ME YOUR QUARTER.
Help the child to show you the correct coin. Model:	T:	Tell me: THIS IS A QUARTER.
	C:	THIS IS A QUARTER.
Ask another child:	T:	DO YOU HAVE A QUARTER?
Repeat the same drill with every child.		

Instructions to the teacher	Speaker	Exchange
Repeat the drill with the other coins.		
Have a quick review of the measures and introduce CARTON OF.		
Show the pictures of goods one by one:	T:	WHAT IS T IS?
Model, if necessary:	T:	Tell me: THAT'S A JAR OF MUSTARD.
	GRP	THAT'S A JAR OF MUSTARD.
	T:	WHAT IS THIS?
	T:	Tell me: THAT'S A PACKAGE OF BACON.
	GRP	THAT'S A PACKAGE OF BACON.
Introduce carton with carton of eggs, carton of milk, carton of cream.	T:	THIS IS A CARTON OF MILK. Repeat, please. THAT'S A CARTON OF MILK.
	GRP	THAT'S A CARTON OF MILK.
	T:	THIS IS A CARTON OF CREAM.
	GRP	THAT'S A CARTON OF CREAM.
	T:	THIS IS A CARTON OF EGGS.
	GRP	THAT'S A CARTON OF EGGS.
Be sure to review all the pictures at least once (more if the children need more review).		

Instructions to the teacher	Speaker	Exchange
Now set up the play store situation. Say to the group:	T:	LET'S PLAY STORE.
Name a child to be storekeeper:	T:	(NAME), YOU CAN BE THE MAN AT THE STORE.
Name another child to be the shopper:	T:	(NAME), YOU CAN GO TO THE STORE.
Here is a sample dialogue that covers all of the grammar points. You may allow the children more freedom as the play progresses.		
NOTE: Remember: whenever the children have any difficulty, immediately model the sentence for them.		
	C#1	HELLO. HOW ARE YOU?
	C#2	FINE, THANK YOU.
	C#1	WHAT DO YOU NEED TODAY?
	C#2	I NEED SOME BEANS. DO YOU HAVE SOME BEANS?
	C#1	YES, I DO. I HAVE SOME CANS OF BEANS.
	C#2	I WANT TO BUY ONE.
	C#1	HERE YOU ARE. HERE'S A CAN OF BEANS.
	C#2	HOW MUCH DOES IT COST?
	C#1	IT COSTS A QUARTER.
NOTE: You will need to model all of this dialogue for the first few times it is used.		

Instructions to the teacher	Speaker	Exchange
	C#2	HERE YOU ARE. HERE'S A QUARTER.
	C#1	I'LL PUT THE BEANS IN A BAG.
	C#2	THANK YOU.
NOTE: Have the storekeeper put each picture into a small paper bag as he sells it. Help the children to choose the correct coins.		
After the child returns from the store, go through this dialogue:		
Model for the group:	T:	Ask him: WHAT DID YOU BUY AT THE STORE?
	GRP	WHAT DID YOU BUY AT THE STORE?
Model for the child:	T:	Tell them: I BOUGHT A CAN OF BEANS.
	C:	I BOUGHT A CAN OF BEANS.
Model for the group:	T:	Ask him: HOW MUCH DID IT COST?
	GRP	HOW MUCH DID IT COST?
Model for the child:	T:	Tell them: IT COST A QUARTER.
	C:	IT COST A QUARTER.
Have the group ask the storekeeper:	T:	Ask him: WHAT DID YOU SELL [HIM / HER] ?

Year 2
Week 11
Day 4
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Instructions to the teacher	Speaker	Exchange
	GRP	WHAT DID YOU SELL [HIM / HER] ?
Model for the storekeeper:	T:	Tell them: I SOLD [HIM / HER] A CAN OF BEANS.
	C#1	I SOLD [HIM / HER] A CAN OF BEANS.
Give each child an opportunity to be both shopper and storekeeper. Review as many measures and items as possible: PACKAGE OF CEREAL, JAR OF JAM, BOX OF SALT, BAG OF SUGAR, JAR OF MUSTARD, BOTTLE OF KETCHUP, CARTON OF MILK, CARTON OF EGGS, BAG OF POTATO CHIPS, PACKAGE OF BACON, JAR OF COFFEE, ETC.		
Also use all the amounts of money learned in this lesson.		

NEW PATTERNS: Like + embedded S

MATERIALS NEEDED: Animal crackers, slices of apple, carton of milk, pitcher of grape Kool-Aid.

Year 2
Week 11
Day 5
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PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Have the animal crackers, apple slices, milk, and grape Kool-Aid on the table in front of you.		
Hold up an animal cracker and say:	T:	I LIKE COOKIES. I LIKE TO EAT COOKIES.
Eat the "cookie."	T:	I LIKE TO EAT COOKIES.
Ask the group:	T:	DO I LIKE TO EAT COOKIES?
Model:	T:	Tell me: YES, YOU DO. YOU LIKE TO EAT COOKIES.
	GRP	YES, YOU DO. YOU LIKE TO EAT COOKIES.
Hold up a slice of apple. Say:	T:	I LIKE APPLES. I LIKE TO EAT APPLES.
Eat the apple slice. Say:	T:	I LIKE TO EAT APPLES.
Ask the group:	T:	DO I LIKE TO EAT APPLES?
Model:	T:	Tell me: YES, YOU DO. YOU LIKE TO EAT APPLES.
	GRP	YES, YOU DO. YOU LIKE TO EAT APPLES.
Call a child to the table. Ask him:	T:	DO YOU LIKE COOKIES?
Model, if necessary:	T:	Tell me: YES, I DO. I LIKE COOKIES.
	C:	YES, I DO. I LIKE COOKIES.

Instructions to the teacher	Speaker	Exchange
Ask him:	T:	DO YOU LIKE TO EAT COOKIES?
Model:	T:	Tell me: YES, I DO. I LIKE TO EAT COOKIES.
	C:	YES, I DO. I LIKE TO EAT COOKIES.
Give him a cookie. Say:	T:	YOU CAN EAT A COOKIE.
After he eats it, say:	T:	Tell me: I LIKE TO EAT COOKIES.
	C:	I LIKE TO EAT COOKIES.
Ask the group:	T:	DOES [HE / SHE] LIKE TO EAT COOKIES?
	GRP	YES, [HE / SHE] DOES. [HE / SHE] LIKE TO EAT COOKIES.
Ask the child:	T:	DO YOU LIKE APPLES?
Model, if necessary:	T:	Tell me: YES, I DO. I LIKE APPLES.
	C:	YES, I DO. I LIKE APPLES.
Ask him:	T:	DO YOU LIKE TO EAT APPLES?
Model, if necessary:	T:	Tell me: YES, I DO. I LIKE TO EAT APPLES.
	C:	YES, I DO. I LIKE TO EAT APPLES.
Give him a slice of apple. Say:	T:	YOU CAN EAT SOME APPLE.
After he eats it, say:	T:	Tell me: I LIKE TO EAT APPLES.
	C:	I LIKE TO EAT APPLES.

Instructions to the teacher	Speaker	Exchange
Ask the group:	T:	DOES HE LIKE TO EAT APPLES?
Model, if necessary:	T:	Tell me: YES, [HE / SHE] DOES. [HE / SHE] LIKES TO EAT APPLES.
	GRP	YES, [HE / SHE] DOES. [HE / SHE] LIKES TO EAT APPLES.
Repeat this drill with every child.		
Next, hold up a small cup of milk. Say:	T:	I LIKE MILK. I LIKE TO DRINK MILK.
Drink the milk. Say:	T:	I LIKE TO DRINK MILK.
Ask the group:	T:	DO I LIKE TO DRINK MILK?
Model:	T:	Tell me: YES, YOU DO. YOU LIKE TO DRINK MILK.
	GRP	YES, YOU DO. YOU LIKE TO DRINK MILK.
Hold up a small cup of "grape juice." Say:	T:	I LIKE GRAPE JUICE. I LIKE TO DRINK GRAPE JUICE.
Drink the juice. Say:	T:	I LIKE TO DRINK GRAPE JUICE.
Ask the group:	T:	DO I LIKE TO DRINK GRAPE JUICE?
Model:	T:	Tell me: YES, YOU DO. YOU LIKE TO DRINK GRAPE JUICE.
	GRP	YES, YOU DO. YOU LIKE TO DRINK GRAPE JUICE.
Call on every child and go through the		

Instructions to the teacher	Speaker	Exchange
same routine as above. II. REINFORCEMENT Use the folders of pictures of breakfast and lunch foods. Take the pictures out of the folders and divide them into the three groups: foods, drinks, and condiments. Use only the foods and drinks. Have the group seated around a table. Spread out the pictures of foods on the table.		
Point to a picture and say:	T:	I LIKE TO EAT EGGS. I LIKE TO EAT EGGS.
Ask a child:	T:	WHAT DO YOU LIKE TO EAT?
Let him choose; expand his response:	T:	Tell me: I LIKE TO EAT BACON.
	C:	I LIKE TO EAT BACON.
Ask the group:	T:	WHAT DOES [HE / SHE] LIKE TO EAT?
Model, if necessary:	T:	Tell me: [HE / SHE] LIKES TO EAT BACON.
	GRP	[HE / SHE] LIKES TO EAT BACON.
Ask another child:	T:	WHAT DO YOU LIKE TO EAT?

Instructions to the teacher	Speaker	Exchange
Continue the drill in the same way. Repeat the drill with every child. Take up the pictures of foods. Spread out the pictures of drinks.		
Point to a picture and say:	T:	I LIKE TO DRINK COFFEE. I LIKE TO DRINK COFFEE.
Ask a child:	T:	WHAT DO YOU LIKE TO DRINK?
Let him choose; expand his response:	T:	Tell me: I LIKE TO DRINK COKES.
	C:	I LIKE TO DRINK COKES.
Ask the group:	T:	WHAT DOES [HE / SHE] LIKE TO DRINK?
Model, if necessary:	T:	Tell me: [HE / SHE] LIKES TO DRINK COKES.
	GRP	[HE / SHE] LIKES TO DRINK COKES.
Ask another child: Continue the drill in the same way. Repeat the drill with every child.	T:	WHAT DO YOU LIKE TO DRINK?

PART II. EVALUATION

Year 2
Week 5
Day 5
Page 6

The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE Student	C = Correct ✓ = Incorrect 1 2 3 4 5 6
ITEM I. Give the child a pencil and a sheet of paper. Ask him: WEEK 11 DAY 2, 3	T:	WHAT CAN YOU USE THE PENCIL FOR?	
	C:	TO DRAW A CIRCLE, ETC. OR I CAN USE [THE PENCIL / IT] TO DRAW A CIRCLE.	
Have him perform the action he names. Repeat with a crayon.			
ITEM II Have the large bowls of rice, macaroni, raisins, and beans. WEEK 11 DAY 3 Hold up a bag and ask the child:	T:	WHAT CAN I FILL THE BAG WITH?	
	C:	YOU CAN FILL [THE BAG / IT] WITH RICE, ETC.	
ITEM III Give the child a cup. WEEK 11 DAY 3	T:	HERE'S A CUP. YOU CAN FILL THE CUP WITH RAISINS.	
The child shows his comprehension by doing as you ask.			
Ask him:	T:	WHAT DID YOU FILL THE CUP WITH?	
	C:	I FILLED [THE CUP / IT] WITH RAISINS.	

EVALUATION (continued)

Year 2
Week 5
Day 5
Page 7

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE Student:	C = Correct ✓ = Incorrect 1 2 3 4 5 6 7
ITEM IV WEEK 11 DAY 4 5 Lay these pictures on the table; carton of milk, bottle of milk, glass of milk. Ask the child:	T:	SHOW ME A CARTON OF MILK. SHOW ME A BOTTLE OF MILK. SHOW ME A GLASS OF MILK.	
He demonstrates comprehension by doing as you ask.			
ITEM V WEEK 11 DAY 4 Give the child 3 play money coins, saying; (Give him the largest coin.)	T:	I'LL GIVE YOU A QUARTER.	
Then say: (Give him the next largest coin.) Say: (Give him the smallest coin.)	T:	I'LL GIVE YOU A NICKEL. I'LL GIVE YOU A DIME.	
Now ask him:	T:	SHOW ME YOUR QUARTER. SHOW ME YOUR NICKEL. SHOW ME YOUR DIME.	
ITEM VI WEEK 11 DAY 4 Lay out on the table the pictures of canned and packaged goods from Day 4. Have an empty box for cash register.			
Say:	T:	YOU CAN BE THE MAN AT THE STORE. I WANT TO BUY A JAR OF MUSTARD.	
The child must give you the correct item.	T:	HOW MUCH DOES IT COST?	
Give him the correct coin.	C:	(IT COSTS) A QUARTER. (DIME,NICKEL.)	

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE Student:	C = Correct ✓ = Incorrect 1 2 3 4 5 6 7
ITEM VII Repeat Item VI several times, naming different items (e.g., PACKAGE OF BACON, CARTON OF EGGS, BOX OF SALT, BAG OF POTATO CHIPS, CARTON OF MILK, JAR OF COFFEE, ETC.) WEEK 11 DAY 4			
ITEM VIII Now say to the child: WEEK 11 DAY 4	T:	I'LL BE THE MAN AT THE STORE. WHAT DO YOU WANT TO BUY?	
	C:	I WANT TO BUY A CAN OF BEANS. ETC.	
	T:	IT COSTS A QUARTER. (DIME, NICKEL)	
Take the money. Ask:	T:	WHAT DID I SELL YOU?	
	C:	YOU SOLD ME A CAN OF BEANS, ETC.	
ITEM IX. Repeat ITEM VIII WEEK 11 Ask the child: DAY 4	T:	WHAT ELSE DO YOU WANT TO BUY?	
	C:	I (ALSO) WANT TO BUY A BOX OF SALT.	
	T:	IT COSTS A DIME.	
Take the money. Ask:	T:	WHAT DID I SELL YOU?	
	C:	YOU SOLD ME A BOX OF SALT, ETC.	

Year 2
Week 11
Day 5
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EVALUATION (continued)

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE Student:	C = Correct ✓ = Incorrect 1 2 3 4 5 6 7
ITEM X Lay out pictures of foods on the table. Ask: WEEK 11 DAY 5	T: C:	WHAT DO YOU LIKE TO EAT? I LIKE TO EAT PANCAKES, ETC.	
ITEM XI Lay out pictures of drinks. Ask: WEEK 11 DAY 5	T: C:	WHAT DO YOU LIKE TO DRINK? I LIKE TO DRINK MILKSHAKES, ETC.	

ENGLISH COMPONENT
YEAR II
WEEK XII

OBJECTIVES

REVIEW:

1. NP + [WANT / LIKE] + [Sentence / NP]
2. NP + [Pass / Bring / Take] + NP (dative) + NP (objective)
3. Review Vocabulary: Restaurant, waitress, menu, order, names of breakfast and lunch foods from weeks nine and ten.

NEW:

1. NP + LIKE + Sentence
2. Conditional "would" used in polite requests. e.g. " I would like to have some milk".
3. Contractions: I + would ⟶ I'd
   We + would ⟶ We'd
4. "Softened" requests: Could I...?
   Would you...?
5. Embedded sentence realized as infinitive clause.

MATERIALS:

Day 2: Folders containing pictures of breakfast and lunch foods (from weeks nine and ten), toy knife, toy spoon.

Day 3: Same as Day 2, plus: H-M cards #112, 114, 115, 118, 121, 123.
Empty milk carton, paper cups, magazine pictures of cookies pasted on paper plates, book, drawing paper, pencils, crayons. Toy trucks, cars, boats, ball.

Day 4: Napkins, cups, saucers, forks, spoons, knives, plates. Pictures of breakfast foods pasted on paper plates and pasted on stands (from week ten).

Day 5: H-M cards #112, 114, 115, 123.
Toy cars, balls, trucks, boats, pencils, crayons, paper.

REVIEW DAY

Year 2
Week 12
Day 1

INDICATE THE NUMBER OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK.

Item 1 _____ Item 4 _____ Item 7 _____

Item 2 _____ Item 5 _____ Item 8 _____

Item 3 _____ Item 6 _____ Item 9 _____

Which drills or exercises did you repeat on the basis of this evaluation?

List the patterns you reviewed and the activities you used for each.

Did the children who were having difficulties previously appear to understand better after the review?

REVIEW VOCABULARY AND FORMS: Want + embedded sentence
Vocabulary: All breakfast and lunch foods (see weeks 9 and 10).
Like + noun phrase
Like + prepositional phrase

Year 2
Week 12
Day 2
Page 1

NEW PATTERNS: Like + embedded sentence

MATERIALS NEEDED: Magazine pictures of breakfast and lunch foods, pasted on sheets of paper and mounted in a folder. (See week 9, day 4; Week 10, day 4).
Toy knife, toy spoon.

Instructions to the teacher	Speaker	Dialogue
Use the folders of pictures of foods. Seat children in a circle and sit opposite them.		
Pick up the folder of breakfast-food pictures. Say:	T:	I WANT SOME BREAKFAST. I WANT TO EAT SOME BREAKFAST.
Model: (for the group)	T:	Ask me: WHAT DO YOU WANT TO EAT?
	GRP	WHAT DO YOU WANT TO EAT?
Turn the pages: point to a picture. Say:	T:	I WANT TO EAT SOME HAM.
Model for the group:	T:	Ask me: WHAT ELSE DO YOU WANT TO EAT?
	GRP	WHAT ELSE DO YOU WANT TO EAT?
Point to another picture. Say:	T:	I ALSO WANT TO EAT SOME EGGS.
Continue, pointing to several pictures. Then model for the group:	T:	Ask me: WHAT DO YOU WANT TO DRINK?
	GRP	WHAT DO YOU WANT TO DRINK?
Point to a picture. Say:	T:	I WANT TO DRINK SOME ORANGE JUICE.

Year 2
Week 12
Day 2
Page 2

Instructions to the teacher	Speaker	Exchange
Model:	T:	Ask me: WHAT ELSE DO YOU WANT TO DRINK?
	GRP	WHAT ELSE DO YOU WANT TO DRINK?
Point to another picture. Say:	T:	I ALSO WANT TO DRINK SOME COFFEE.
Now call on a child. Ask him:	T:	(NAME), DO YOU WANT TO EAT BREAKFAST?
Model:	T:	Tell me: YES, I DO. I WANT TO EAT BREAKFAST.
	C:	YES, I DO. I WANT TO EAT BREAKFAST.
Model for the group:	T:	Ask him: WHAT DO YOU WANT TO EAT?
	GRP	WHAT DO YOU WANT TO EAT?
Model for the child after he makes a choice:	T:	Tell them: I WANT TO EAT SOME BACON.
	C:	I WANT TO EAT SOME BACON.
Have the group ask him "WHAT ELSE DO YOU WANT TO EAT?" as above, and then "WHAT DO YOU WANT TO DRINK?" as above. Repeat this drill with each child in the group: INTRODUCTION: Again using the pictures, show several pictures of foods to the children and say (rub your stomach as you do so):	T:	I LIKE [HAMBURGERS / EGGS / WAFFLES / ETC.]

Instructions to the teacher	Speaker	Exchange
Then expand the sentences (as you do so, pantomime eating with a fork):	T:	I LIKE TO EAT [EGGS / HAMBURGERS / WAFFLES / ETC.]
Now point to several pictures of drinks. Rubbing your stomach, say:	T:	I LIKE [MILKSHAKES / COKES / COFFEE / ETC.]
Again, expand the sentences (as you do so, pantomime drinking):	T:	I LIKE TO DRINK [MILKSHAKES / COKES / COFFEE / ETC.]
Now hand the folder to a child. Ask him:	T:	(NAME), WHAT DO YOU LIKE TO EAT?
As he points to or names foods, model:	T:	Tell me: I LIKE TO EAT [CEREAL / PANCAKES / FRENCH FRIES / ETC.]
	C:	I LIKE TO EAT [CEREAL / PANCAKES / FRENCH FRIES / ETC.]
Ask the group:	T:	WHAT DOES [HE / SHE] LIKE TO EAT?
Model for them:	T:	Tell me: [HE / SHE] LIKES TO EAT [CEREAL / PANCAKES / FRENCH FRIES]

Instructions to the teacher	Speaker	Dialogue
	GRP	[HE / SHE] LIKES TO EAT [CEREAL / PANCAKES / FRENCH FRIES / ETC.]
NOTE: Of course, you will model each sentence separately, not all together as they are presented here.		
Now, following the same pattern, have the child choose several drinks. Ask him:	T:	WHAT DO YOU LIKE TO DRINK?
As he points to or names drinks, model:	T:	Tell me: I LIKE TO DRINK [COKES / MILK / TEA / ETC.]
	C:	I LIKE TO DRINK [COKES / MILK / TEA / ETC.]
Continue exactly as above. Repeat this drill with each child.		
II. REINFORCEMENT		
Use the following pictures. Take them out of the folders and put them into stacks as follows: 1. toast, waffles, pancakes, French fries, hamburgers. 2. mustard, ketchup, jam, syrup, mayonnaise, butter. 3. tea, coffee. 4. lemon, cream, sugar.		

Instructions to the teacher	Speaker	Dialogue
DEMONSTRATE:		
Hold up the picture of toast. Say:	T:	I LIKE TO EAT TOAST.
Show the picture of butter; say:	T:	I LIKE BUTTER ON MY TOAST.
With the knife, pretend to take some butter and spread it on the toast. As you do so, say:	T:	I LIKE TO PUT BUTTER ON MY TOAST.
Now show the picture of jam and do the exact same thing.		
Show the hamburger and say:	T:	I LIKE TO EAT HAMBURGERS.
Show the mustard and say:	T:	I LIKE MUSTARD ON MY HAMBURGERS.
Pantomime spreading mustard on the hamburger with the knife. Say:	T:	I LIKE TO PUT MUSTARD ON MY HAMBURGERS.
Do the same thing with the mayonnaise.		
Now ask a child:	T:	(NAME),WHAT DO YOU LIKE TO EAT?
Let him choose one of the foods. Model for him:	T:	Tell me: I LIKE TO EAT WAFFLES.
	C:	I LIKE TO EAT WAFFLES.
Model for the group:	T:	Ask him: WHAT DO YOU LIKE ON YOUR WAFFLES?
	GRP	WHAT DO YOU LIKE ON YOUR WAFFLES?

Instructions to the teacher	Speaker	Dialogue
Model for the child (after he chooses):	T:	Tell them: I LIKE SYRUP ON MY WAFFLES.
	C:	I LIKE SYRUP ON MY WAFFLES.
Give the child the picture of syrup and say:	T:	YOU CAN PUT SOME SYRUP ON YOUR WAFFLES.
As he does so, model:	T:	Tell me: I LIKE TO PUT SYRUP ON MY WAFFLES.
	C:	I LIKE TO PUT SYRUP ON MY WAFFLES.
Ask the group:	T:	WHAT DOES [HE / SHE] LIKE TO PUT ON [HIS / HER] WAFFLES?
Model:	T:	Tell me: [HE / SHE] LIKES TO PUT SYRUP ON [HIS / HER] WAFFLES.
	GRP	[HE / SHE] LIKES TO PUT SYRUP ON [HIS / HER] WAFFLES.
Repeat this with every child, having each one choose something to eat and some condiment to put on it.		
Now return to the first child. You will repeat the above drill, except that he is to choose something to drink and some condiments to put in it.	T:	(NAME), WHAT DO YOU LIKE TO DRINK?
(He must choose coffee or tea.) Model:	T:	Tell me: I LIKE TO DRINK COFFEE.
	C:	I LIKE TO DRINK COFFEE.
Model for the group:	T:	Ask him: WHAT DO YOU LIKE IN YOUR COFFEE?

Instructions to the teacher	Speaker	Exchange
	GRP	WHAT DO YOU LIKE IN YOUR COFFEE?
Let him choose. Model:	T:	Tell them: I LIKE CREAM IN MY COFFEE.
	C:	I LIKE CREAM IN MY COFFEE.
Give him the picture of the cream and say:	T:	YOU CAN PUT SOME CREAM IN YOUR COFFEE.
As he does so, model:	T:	Tell me: I LIKE TO PUT CREAM IN MY COFFEE.
	C:	I LIKE TO PUT CREAM IN MY COFFEE.
Ask the group:	T:	WHAT DOES [HE / SHE] LIKE TO PUT IN [HIS / HER] COFFEE?
Complete the drill as above (for EAT). Repeat exactly as outlined, with every child.		

REVIEW PATTERNS: Like + [prepositional phrase / embedded sentence]

NEW PATTERNS: Would like [+ noun phrase / + embedded sentence]
Softened request: Could I...?
Softened request: Would you...?
Contraction: I + would I'd

Year 2
Week 12
Day 3
Page 1

MATERIALS NEEDED: Pictures of foods and drinks from yesterday. H-M cards #112, 114, 115, 118, 121, 123. Empty milk carton, paper cups, picture of cookies cut out and pasted on a plate; book, several sheets of drawing paper, pencils, crayons, toy knife, toy spoon.
Objects (for Reinforcement): toy cars, trucks, boats, pencils, crayons, balls.

Instructions to the teacher	Speaker	Exchange
Review yesterday's lesson by repeating the Reinforcement section from Day 2.		
Use the pictures listed in that section, in four stacks, and follow the drill exactly. Here are the sentences:	T:	(NAME) WHAT DO YOU LIKE TO EAT?
	C:	I LIKE TO EAT HAMBURGERS.
	GRP	WHAT DO YOU LIKE ON YOUR HAMBURGERS?
	C:	I LIKE MUSTARD ON MY HAMBURGERS.
As you give him the toy knife and the picture of the mustard, say:	T:	YOU CAN PUT SOME MUSTARD ON YOUR HAMBURGER.
As he pretends to spread it:	C:	I LIKE TO PUT MUSTARD ON MY HAMBURGERS.
To the group:	T:	WHAT DOES [HE / SHE] LIKE TO PUT ON [HIS / HER] HAMBURGERS?
	GRP	[HE / SHE] LIKES TO PUT MUSTARD ON [HIS / SHE] HAMBURGERS.

Instructions to the teacher	Speaker	Exchange
Repeat the same thing with each child. Repeat the same drill with DRINK, changing ON to IN ("WHAT DO YOU LIKE IN YOUR TEA?" "WHAT DOES HE LIKE TO PUT IN HIS TEA?" etc.) Pepeat both parts of the drill (both EAT and DRINK) with each child. INTRODUCTION: Use the H-M cards listed above, depicting the actions JUMPING, WALKING, RUNNING, EATING, DRINKING, DRAWING. Also use the milk carton, paper cups, book, cookies, and drawing materials. Have them ready on a table. Show the first picture (H-M 112) to the children, giving the boy in the picture a name and saying:	T:	THIS IS JUAN. HE'S JUMPING. HE LIKES TO JUMP.
Ask one of the children:	T:	WOULD YOU LIKE TO JUMP?
Model for him (put stress on WOULD):	T:	Tell me: YES, I WOULD. I WOULD LIKE TO JUMP.
	C:	YES, I WOULD. I WOULD LIKE TO JUMP.
Ask the group:	T:	WOULD [HE / SHE] LIKE TO JUMP?

Instructions to the teacher	Speaker	Exchange
Model for them:	T:	Tell me: YES, [HE / SHE] WOULD. [HE / SHE] WOULD LIKE TO JUMP.
	GRP	YES, [HE / SHE] WOULD. [HE / SHE] WOULD LIKE TO JUMP.
Say to the child:	T:	Ask me: COULD I JUMP?
	C:	COULD I JUMP?
Place the book on the floor, saying:	T:	YES, YOU CAN JUMP. YOU CAN JUMP OVER THE BOOK.
Have the child do so.		
Continue with the other pictures and objects, giving each child a turn and using the drill exactly as outlined above. Here are the sentences you will need for the various actions..	T:	YES, YOU CAN WALK. YOU CAN WALK TO THE DOOR. YES, YOU CAN RUN. YOU CAN RUN TO THE TABLE. YES, YOU CAN EAT. YOU CAN EAT A COOKIE. YES, YOU CAN DRINK. YOU CAN DRINK SOME MILK. YES, YOU CAN DRAW. YOU CAN DRAW A HOUSE.
The eating and drinking will be in pantomime, of course; use the objects listed and let the child act out the action. When you have gone through all the pictures, go through them once more, giving each child a different action to perform. This will help to establish the new patterns.		

Year 2
Week 12
Day 3
Page 4

Instructions to the teacher	Speaker	Exchange
II. REINFORCEMENT		
Today's reinforcement will introduce a second "softened request" form: WOULD YOU? Have a number of small objects on a table at a distance from you and the children. Work with the children in pairs. Call one child to stand beside you. Say to another child as you point to the table:	T:	WHAT WOULD YOU LIKE (NAME) ?
Let him name something, then model for him:	T:	Tell me: I'D LIKE A CAR.
NOTE: Be very careful in the pronunciation of I'D. Model the sentence several times if necessary, if the child does not repeat it correctly the first time.	C#1	I'D LIKE A CAR.
Model for him:	T:	Ask me: COULD I HAVE A CAR?
	C#1	COULD I HAVE A CAR?
	T:	YES, YOU CAN HAVE A CAR.
Model for him (pointing to child #2):	T:	Ask him: WOULD YOU BRING ME A CAR?
	C#1	WOULD YOU BRING ME A CAR?
Model for child #2:	T:	Tell him: YES, I'LL BRING YOU A CAR.
After child #2 brings him the car, have him sit down. Repeat the drill with two other children, then with the last two. Repeat the entire drill again, switching the pairs		

Instructions to the teacher	Speaker	Exchange
so that child #1 takes child #2's part and vice versa. Continue to repeat until the children seem comfortable with the new patterns.		

REVIEW PATTERNS: Softened requests: Could I... ?
Would you...?

Year 2
Week 12
Day 4
Page 1

REVIEW VOCABULARY AND FORMS: Restaurant, waitress, order; names of breakfast foods
Pass + dative + noun phrase

MATERIALS NEEDED: Table set for a meal (napkins, cups and saucers, plates, forks, spoons, knives)
Pictures of breakfast foods, drinks, and condiments pasted to plates and pasted on stands (from week ten)
Breakfast menus

I. REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Today's lesson will be a review of the "LET'S PLAY RESTAURANT" experience of Week X. The dialogue will be slightly different, as follows:		
Tell the children:	T:	LET'S PLAY RESTAURANT. YOU CAN EAT BREAKFAST IN THE RESTAURANT. I'LL BE THE WAITRESS.
Put on the apron; have the children sit at the table.		
Have each child ask you:	T:	Ask me: WOULD YOU BRING ME A MENU?
	C:	WOULD YOU BRING ME A MENU?
	T:	YES, I'LL BRING YOU A MENU.
When all the children have menus, take their orders. Ask each one:	T:	WOULD YOU LIKE TO ORDER SOME BREAKFAST?
For the response, have the child use the form "I WOULD."	C:	YES, I WOULD. I WOULD LIKE TO ORDER SOME BREAKFAST.
	T:	WHAT WOULD YOU LIKE TO EAT?

Instructions to the teacher	Speaker	Exchange
When the child makes a choice, model:	T:	Ask me: COULD I HAVE SOME WAFFLES?
	C:	COULD I HAVE SOME WAFFLES?
	T:	YES, YOU CAN HAVE SOME WAFFLES.
	T:	WHAT WOULD YOU LIKE TO DRINK?
When he makes a choice, model:	T:	Ask me: COULD I HAVE SOME CHOCOLATE?
	C:	COULD I HAVE SOME CHOCOLATE?
	T:	YES, YOU CAN HAVE SOME CHOCOLATE.
Take each child's order; then bring the food to the table. Now have the children ask for condiments:	T:	WHAT WOULD YOU LIKE ON YOUR WAFFLES?
Model (use the form "I'D", pronouncing it carefully):	T:	Tell me: I'D LIKE SOME SYRUP ON MY WAFFLES.
	C:	I'D LIKE SOME SYRUP ON MY WAFFLES.
Have him ask another child for it:	T:	Ask him: WOULD YOU PASS ME THE SYRUP?
	C#1	WOULD YOU PASS ME THE SYRUP?
Model for the other child:	T:	Tell him: YES, I'LL PASS YOU THE SYRUP.
	C#2	YES, I'LL PASS YOU THE SYRUP.
Repeat this with each child, having each one ask for some condiment to put on his food.		

Instructions to the teacher	Speaker	Exchange
Then have each one ask for some condiment to put in his drink (if appropriate--if no one has ordered tea or coffee, this will not be applicable). Use the same drill as above. Here is a list of things the children can order to eat: HAM, BACON, PANCAKES, TOAST, EGGS, SAUSAGE, WAFFLES, CEREAL. To drink: ORANGE JUICE, MILK, COFFEE, TEA, CHOCOLATE.		
Sample sentences in asking for condiments for food:	C:	I'D LIKE SOME [SALT / PEPPER / BUTTER / JAM / MILK / SUGAR / SYRUP] ON MY [CEREAL / PANCAKES / WAFFLES / TOAST / SAUSAGE / HAM / EGGS]
Sample sentences in asking for condiments for drinks:	C:	I'D LIKE SOME [LEMON / SUGAR / CREAM] IN MY [TEA / COFFEE]
II. REINFORCEMENT Let children take turns being the WAITRESS (WAITER for boys). To introduce the distinction, have a boy and a girl stand up. Put the apron on the girl, give her the pad, and say:	T:	SHE'S A WAITRESS. Repeat, please. SHE'S A WAITRESS.
	GRP	SHE'S A WAITRESS.

Instructions to the teacher	Speaker	Exchange
Take the apron off her and put it on the boy. Give him the pad and say:	T:	HE'S A WAITER. Repeat, please: HE'S A WAITER.
	GRP	HE'S A WAITER.
Repeat several times, if necessary.		
Once a waiter or waitress is chosen, repeat the entire above drill, modeling his lines for him and the other children's for them.		

USC

REVIEW PATTERNS: [Bring / Take] + NP (dative) + NP (objective)

I + would = I'd

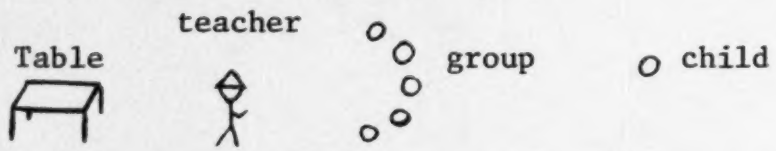
Year 2
Week 12
Day 5
Page 1

NEW PATTERNS: Would like + embedded sentence as infinitive clause.
We + would= we'd

MATERIALS NEEDED: H-M Cards #112, 114, 115, 123
Table with small objects: toy cars, balls, trucks, boats; pencils, crayons.
Drawing paper

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
DEMONSTRATE: Use the H-M cards. Hold up each one and say to the children:	T:	I CAN [JUMP / RUN / WALK / DRAW].
Ask them: Enunciate carefully, putting stress on ME.	T:	WHAT WOULD YOU LIKE ME TO DO?
Model for them:	T:	Tell me: WE WOULD LIKE YOU TO JUMP.
	GRP	WE WOULD LIKE YOU TO JUMP.
	T:	OH, YOU WANT ME TO JUMP.
Perform the action. Then call on a child. Ask the group:	T:	WHAT WOULD YOU LIKE [HIM / HER] TO DO?
Model for them:	T:	Tell me: WE WOULD LIKE [HIM / HER] TO DRAW.

Instruction to the teacher	Speaker	Exchange
	GRP	WE WOULD LIKE [HIM / HER] TO DRAW.
	T:	OH, YOU WANT [HIM / HER] TO DRAW.
Say to the child:	T:	THEY WANT YOU TO DRAW.
Give him a crayon and a piece of paper and let him draw something.		
Repeat this simple drill with each child.		
Next, have on a table the objects listed above. Have one child seated at a distance from the group and the table		
		
Ask one child (in the group):	T:	(NAME), WHAT WOULD YOU LIKE ME TO BRING YOU?
Model:	T:	Tell me: I'D LIKE YOU TO BRING ME A TRUCK.
	C:	I'D LIKE YOU TO BRING ME A TRUCK.
	T:	I'LL BRING YOU A RED TRUCK.
Now ask the group (point to the child sitting alone):	T:	WHAT WOULD YOU LIKE ME TO TAKE (NAME)?
Model:	T:	Tell me: WE'D LIKE YOU TO TAKE HIM A BOAT.

Instruction to the teacher	Speaker	Exchange
	GRP	WE'D LIKE YOU TO TAKE HIM A BOAT.
	T:	I'LL TAKE HIM A BLUE BOAT.
Now call on a child (#1). Have him ask another child (#2):	C#1	WHAT WOULD YOU LIKE ME TO BRING YOU?
Model for child #2:	T:	Tell him: I'D LIKE YOU TO BRING ME A CRAYON.
	C#2	I'D LIKE YOU TO BRING ME A CRAYON.
Model for child #1:	T:	Tell him: I'LL BRING YOU A GREEN CRAYON.
	C#1	I'LL BRING YOU A GREEN CRAYON.
After he does so, model for him. (Have him ask the group):	T:	Ask them: WHAT WOULD YOU LIKE ME TO TAKE (NAME)?
	C#1	WHAT WOULD YOU LIKE ME TO TAKE (NAME)?
Model for the group:	T:	Tell me: WE'D LIKE YOU TO TAKE HIM A BALL.
	GRP	WE'D LIKE YOU TO TAKE HIM A BALL.
Model for the child:	T:	Tell them: I'LL TAKE HIM A YELLOW BALL.
	C#1	I'LL TAKE HIM A YELLOW BALL.
Repeat this drill with every other child (select different children to sit by themselves).		

PART II, EVALUATION

Year 2
Week 12
Day 5
Page 4

The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

Instructions to the teacher	Speaker	Item and response	Student: C= Correct ✓= Incorrect 1 2 3 4 5 6 7
ITEM I Show the child pictures of foods. Ask:	T:	WHAT DO YOU LIKE TO EAT?	
	C:	I LIKE TO EAT [BACON / EGGS / HAMBURGERS / ETC.]	
Repeat with pictures of drinks.	T:	WHAT DO YOU LIKE TO DRINK?	
	C:	I LIKE TO DRINK [MILK / COKES / ETC.]	
ITEM II Show child pictures of pancakes, butter, jam, syrup. Say: WEEK 12 DAY 2 DAY 3	T:	WHAT DO YOU LIKE TO PUT ON YOUR PANCAKES?	
	C:	I LIKE TO PUT [BUTTER / JAM / SYRUP] ON MY PANCAKES.	
ITEM III Show the child a lunch menu.	T:	I'D LIKE A HAMBURGER. WOULD YOU LIKE A HAMBURGER?	
	C:	YES, I WOULD. I'D LIKE A HAMBURGER. OR YES, I'D LIKE A HAMBURGER.	
Show him (in folder) pictures of condiments.	T:	WHAT WOULD YOU LIKE ON YOUR HAMBURGER?	
	C:	I'D LIKE [MUSTARD / MAYONNAISE / KETCHUP] ON MY HAMBURGER.	

Year 2
Week 12
Day 5
Page 5

Instructions to the teacher	Speaker	Item and Response	Student: C = Correct √ = Incorrect 1 2 3 4 5 6 7
ITEM IV Say to the child (have a book on the floor): WEEK 12 DAY 3 DAY 4	T:	YOU CAN RUN TO THE DOOR. YOU CAN WALK TO THE TABLE YOU CAN JUMP OVER THE BOOK.	
	T:	WHAT WOULD YOU LIKE TO DO?	
	C:	I'D LIKE TO _____.	
ITEM V Have a book on the sofa. Ask the child:	T:	(NAME), WOULD YOU BRING ME THAT BOOK?	
Child may merely bring book or may also say:	C:	YES, I'LL BRING YOU THE BOOK.	
When he does so, ask:	T:	WOULD YOU TAKE THE BOOK TO THE TABLE?	
Again, he may merely do as you ask or he may also say:	C:	YES, I'LL TAKE THE BOOK TO THE TABLE.	
ITEM VI Give the child two or three small toys. Ask him: WEEK 12 DAY 3 DAY 4	T:	COULD I HAVE A BOAT?	
He may merely give it to you, or he may also say:	C:	YES, YOU CAN. OR YES, YOU CAN HAVE A BOAT.	

Year 2
Week 12
Day 5
Page 6

Instructions to the teacher	Speaker	Item and Response	Student	C= Correct ✓= Incorrect 1 2 3 4 5 6 7
ITEM VII Place a book on the floor. WEEK 12 Stand up and ask the child: DAY 3 DAY After he gives his permission, jump over the book.	T: C:	COULD I JUMP OVER THE BOOK? YES, YOU CAN. OR YES, YOU CAN JUMP OVER THE BOOK.		
ITEM VIII Use the H-M cards #112, 114, 115, 123. Show the child each one and say: Perform the action that the child names.	T: T: C:	I CAN [JUMP / RUN / WALK / DRAW] . WHAT WOULD YOU LIKE ME TO DO? I'D LIKE YOU TO [JUMP / RUN / WALK / DRAW] .		

ENGLISH COMPONENT
YEAR II
WEEK 13

OBJECTIVES

REVIEW:

1. Polite requests with "would" and "could":
   a. What would you like me to bring you?
   b. Could you put it in a bag for me?
      Would
2. Get/got; bring/brought
3. Future expressed with "will" + Verb: What will you tell him?
4. Sentence type:

NP	+	Verb	+	NP (Objective)	+	NP (Benefactive)
		bring				(Dative)
		get				

NEW:

1. Suppletion of indefinite quantifier "some" to "any" in negative and in questions:
   a. Do you have <u>any</u> money?
      Yes, I do. I have <u>some</u>.
   b. I have <u>some</u> blue sticks.
      I don't have <u>any</u> blue sticks.
2. Indirect discourse with verb <u>tell/told</u>:
   NP + tell + NP (Objective) + Sentence
   a. What did I tell you?
      You told me to touch my head.
3. Indirect discourse with verb <u>ask/asked</u>:
   NP + will ask + NP (Objective) + Question
   asked
   a. I'll ask him where the book <u>is</u>. (Present)
   b. I asked him where the book <u>was</u>. (Past)
4. Change of tense in reported information.

MATERIALS:

Day 2: toy cars, trucks, boats, balls, crayons; empty box; play money coins; small paper bags.
Day 3: pick-up sticks; cars, trucks, marbles, pencils, crayons.
Day 4: toy cars, trucks, boats; marbles, pencils, crayons.
Day 5: toy cars, trucks, marbles, boats, balls; book; large ball; box large enough to contain the ball.

Year 2
Week 13
Day 1

REVIEW DAY

INDICATE THE NUMBER OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK.

Item 1 _____ Item 4 _____ Item 7 _____

Item 2 _____ Item 5 _____ Item 8 _____

Item 3 _____ Item 6 _____ Item 9 _____

Which drills or exercises did you repeat on the basis of this evaluation?

List the patterns you reviewed and the activities you used for each:

Did the children who were having difficulties previously appear to understand better after the review?

Year 2
Week 13
Day 2
Page 1

REVIEW PATTERNS: Polite requests with "would" and "could"
E.G., "What would you like me to bring you?"
"Could / Would you put it in a bag?"

NEW PATTERNS: Suppletion of indefinite quantifier "some" to "any" in negative and in questions.
E.g., "Do you have any money?" "I have some blue sticks."
"Yes, I do. I have some." "I don't have any blue sticks."

NEW VOCABULARY OR FORMS: Could
Any

MATERIALS NEEDED: Toy cars, trucks, boats, balls, crayons; box; play money coins; small paper bags.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Set up a table at a distance from the children. This will be the store. Have toy cars, trucks, boats, balls, and crayons on the table; also a box to serve as cash register, and about two dozen small paper bags. Give each child some play money coins. Choose one child to be storekeeper.		
DEMONSTRATE:		
Say to the group:	T:	THERE ARE SOME TOYS AT THE STORE.
Say to one child:	T:	I HAVE SOME MONEY. I CAN BUY YOU A TOY. WHAT WOULD YOU LIKE ME TO BUY YOU?
Model for him (after he names an item):	T:	Tell me: I'D LIKE YOU TO BUY ME A TRUCK / CAR / BALL / BOAT / CRAYON .

Year 2
Week 13
Day 2
Page 2

Instructions to the teacher	Speaker	Dialogue
	C#1	I'D LIKE YOU TO BUY ME A [TRUCK / CAR / BALL / ETC.] .
Model for him:	T:	Ask me: WOULD YOU BUY ME ONE?
	C#1	WOULD YOU BUY ME ONE?
	T:	YES, I WILL. I'LL BUY YOU A [TRUCK / CAR / BOAT / ETC.] .
Now go to the "store." Model for the child who is storekeeper:	T:	Ask me: WHAT WOULD YOU LIKE TO BUY?
	C#2	WHAT WOULD YOU LIKE TO BUY?
	T:	I'D LIKE TO BUY A [TRUCK / CAR / BOAT / ETC.] .
	T:	HOW MUCH DOES IT COST?
Model for him:	T:	Tell me: IT COSTS FIFTY CENTS.
	C#2	IT COSTS FIFTY CENTS.
Give him the money.	T:	HERE YOU ARE. COULD YOU PUT IT IN A BAG FOR ME?
Model for him:	T:	Tell me: YES, I'LL PUT IT IN A BAG FOR YOU.

Instructions to the teacher	Speaker	Dialogue
After he does so: Now repeat this entire drill several times, using three children each time and switching parts so that each child in the group gets to play all three parts: buyer, storekeeper, and the child for whom the toy is bought.	T:	THANK YOU.
Here is the dialogue (of course, you will have to model the children's parts for them).	C#1	I HAVE SOME MONEY. I CAN BUY YOU A TOY. WHAT WOULD YOU LIKE ME TO BUY YOU?
	C#2	I'D LIKE YOU TO BUY ME A [CAR / TRUCK / BALL / BOAT / CRAYON] .
	C#2	WOULD YOU BUY ME ONE?
	C#1	YES, I WILL. I'LL BUY YOU A [CAR / TRUCK / BALL / ETC'] .
At the store, Child #3 says to #1:	C#3	WHAT WOULD YOU LIKE TO BUY?
	C#1	I'D LIKE TO BUY A [CAR / TRUCK / ETC.] .
	C#1	HOW MUCH DOES IT COST?

Instructions to the teacher	Speaker	Dialogue
	C#3	IT COSTS FIFTY CENTS.
	C#1	HERE YOU ARE. COULD YOU PUT IT IN A BAG FOR ME?
	C#3	YES, I'LL PUT IT IN A BAG FOR YOU.
	C#1	THANK YOU.
INTRODUCTION: Be sure the children are sitting where they can all see what is on the table.		
DEMONSTRATE: Say to the group:	T:	THERE ARE SOME CARS ON THE TABLE. THERE ARE SOME PAPERS ON THE TABLE. THERE ARE SOME BALLS ON THE TABLE. THERE ARE SOME CRAYONS ON THE TABLE. THERE ARE SOME BOATS ON THE TABLE.
Ask them:	T:	ARE THERE ANY TRUCKS ON THE TABLE?
Model:	T:	Tell me: NO, THERE AREN'T. THERE AREN'T ANY.
	GRP	NO, THERE AREN'T. THERE AREN'T ANY.
	T:	ARE THERE ANY BOOKS ON THE TABLE?
	GRP	NO, THERE AREN'T. THERE AREN'T ANY.
Continue in this way; ALTERNATE between yes and no questions in order to give the		

Instructions to the teacher	Speaker	Dialogue
children practice with both forms: SOME and ANY. Now take the cars and the crayons; give half the children cars (at least 3 per child),and half the children crayons (at least 3 per child). Keep at least 3 cars for yourself.		
Say to the group:	T:	I HAVE SOME CARS.
Say to a child who has cars:	T:	(NAME), DO YOU HAVE ANY CARS?
Model for him:	T:	Tell me: YES, I DO. I HAVE SOME CARS.
	C#1	YES, I DO. I HAVE SOME CARS.
Ask another child who has cars:	T:	(NAME), DO YOU HAVE ANY CARS?
	C#2	YES, I DO. I HAVE SOME CARS.
Ask a child who has crayons:	T:	(NAME), DO YOU HAVE ANY CARS?
Model for him:	T:	Tell me: NO, I DON'T. I DON'T HAVE ANY CARS.
	T:	WHAT DO YOU HAVE?
Continue asking each child, "DO YOU HAVE ANY CARS?" If he doesn't, ask: "WHAT DO YOU HAVE?"	C#3	I HAVE SOME CRAYONS.
Then say to the group:	T:	I DON'T HAVE ANY CRAYONS.
Ask a child who has crayons:	T:	(NAME), DO YOU HAVE ANY CRAYONS?

Year 2
Week 13
Day 2
Page 6

Instructions to the teacher	Speaker	Dialogue
Model:	T:	Tell me: YES, I DO. I HAVE SOME CRAYONS.
	C:	YES, I DO. I HAVE SOME CRAYONS.
Cont,nue, asking each child: "DO YOU HAVE ANY CRAYONS?" If he doesn't, ask him: "WHAT DO YOU HAVE?"		

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REVIEW PATTERNS: Would like
Suppletion of indefinite quantifiers:
some ----→ any
Get/got

Year 2
Week 13
Day 3
Page 1

MATERIALS NEEDED: Pick-up sticks
Cars, trucks, marbles, pencils, crayons; lots of each.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Divide the pickup sticks into the 4 colors: red, blue, green, and yellow. Give each child 3 or more of each of 2 colors (e.g., 3 reds and 3 blues, etc.)		
Ask a child who has blue and red sticks:	T:	DO YOU HAVE ANY BLUE STICKS?
Model, if necessary:	T:	Tell me: YES, I DO. I HAVE SOME.
	C:	YES, I DO. I HAVE SOME.
Ask him:	T:	DO YOU HAVE ANY RED STICKS?
	C:	YES, I DO. I HAVE SOME.
Ask him:	T:	DO YOU HAVE ANY YELLOW STICKS?
Model:	T:	Tell me: NO, I DON'T. I DON'T HAVE ANY.
	C:	NO, I DON'T. I DON'T HAVE ANY.
Ask a child who has green and red sticks:	T:	DO YOU HAVE ANY GREEN STICKS?
	C:	YES, I DO. I HAVE SOME.
Then ask him:	T:	DO YOU HAVE ANY BLUE STICKS?
	C:	NO, I DON'T. I DON'T HAVE ANY.

Instructions to the teacher	Speaker	Dialogue
Ask him:	T:	DO YOU HAVE ANY YELLOW STICKS?
	C:	NO, I DON'T. I DON'T HAVE ANY.
Ask him:	T:	DO YOU HAVE ANY RED STICKS?
	C:	YES, I DO. I HAVE SOME.
Continue with every child, varying the questions that you ask.		
REINFORCEMENT:		
Put these objects on the table: cars, trucks, marbles, pencils, crayons, pickup sticks.		
DEMONSTRATE:		
Say to a child:	T:	THERE ARE SOME CARS ON THE TABLE. WOULD YOU LIKE SOME?
Model for him:	T:	Tell me: YES, I'D LIKE SOME CARS.
	T:	I'LL GET YOU SOME.
Get them, give them to him, say:	T:	HERE YOU ARE. HERE ARE SOME CARS.
Then work with the children in pairs. Have one say to another:	C#1	THERE ARE SOME MARBLES ON THE TABLE. WOULD YOU LIKE SOME?
	C#2	YES, I'D LIKE SOME MARBLES.

Instructions to the teacher	Speaker	Dialogue
	C#1	I'LL GET YOU SOME.
When he returns, he gives C#2 the marbles.	C#1	HERE YOU ARE. HERE ARE SOME MARBLES.
Go through this drill several times, giving each child a chance to play both parts.		
When all of one object (all the cars, all the marbles, etc.) have been given out, say to a child:	T:	(NAME), WOULD YOU LIKE SOME [CARS / MARBLES / ETC.]?
Model:	T:	Tell me: YES, I'D LIKE SOME [CARS / MARBLES / ETC.]
	C:	YES, I'D LIKE SOME [CARS / MARBLES / ETC.]
	T:	I'LL GET YOU SOME.
When you get to the table, ask the group:	T:	ARE THERE ANY [CARS / MARBLES / ETC.] ON THE TABLE?
Model:	T:	Tell me: NO, THERE AREN'T. THERE AREN'T ANY.
	GRP	NO, THERE AREN'T. THERE AREN'T ANY.
Remove all but 2 kinds of objects from the table. Have children take the two parts. Here is the dialogue:	C#1	(NAME), WOULD YOU LIKE SOME [CARS / MARBLES / PENCILS / ETC.]?

Instructions to the teacher	Speaker	Dialogue
Child #1 names something that is not on the table.	C#2	YES, I'D LIKE SOME [CARS / PENCILS / MARBLES / ETC.]
	C#1	I'LL GET YOU SOME.
When he gets to the table, he asks the group:	C#1	ARE THERE ANY [CARS / PENCILS / MARBLES / ETC.] ON THE TABLE?
	GRP	NO, THERE AREN'T. THERE AREN'T ANY.
When he returns, child #2 asks:	C#2	DID YOU GET ME SOME [CARS / PENCILS / MARBLES / ETC.] ?
	C#1	NO, I DIDN'T. THERE WEREN'T ANY.
Repeat several times, giving each child in the group a chance to play both parts.		

REVIEW PATTERNS: 1. Suppletion of indefinite quantifier: some ---→ any
2. Sentence type:
NP + [Verb / Bring / Get] + NP (Objective) + NP [Benefactive / Dative]
3. Bring/brought, get/got
4. Future expressed with "will" + Verb: "What will you tell him?"

Year 2
Week 13
Day 4
Page 1

NEW PATTERNS: Indirect discourse: Verb tell/told: NP + tell + NP (Object) + Sentence
E.g., "What did I tell you?"
"You told me to touch my head."

MATERIALS NEEDED: Toy cars, trucks, boats; marbles, pencils, crayons; books.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
REVIEW:		
Have a number of objects on the table. Choose one child to bring objects to the group. (The group will ask for some objects that are on the table and for others that are not.)		
Here is the dialogue:	GRP	WILL YOU BRING US SOME CARS?
	C:	YES, I WILL. I'LL BRING YOU SOME.
When he gets to the table, the teacher asks:	T:	(NAME), ARE THERE ANY CARS ON THE TABLE?
	C:	YES, THERE ARE. THERE ARE SOME.
When he returns, the group asks:	GRP	DID YOU BRING US SOME CARS?
	C:	YES, I DID. I BROUGHT YOU SOME CARS.
Then they ask for something not on the table:	GRP	WILL YOU BRING US SOME APPLES?
	C:	YES, I WILL. I'LL BRING YOU SOME.

Year 2
Week 13
Day 4
Page 2

Instructions to the teacher	Speaker	Exchange
When he gets there, the teacher asks:	T:	(NAME), ARE THERE ANY APPLES ON THE TABLE?
	C:	NO, THERE AREN'T. THERE AREN'T ANY.
When he returns, the group asks:	GRP	DID YOU BRING US SOME APPLES?
	C:	NO, I DIDN'T. THERE WEREN'T ANY.
Repeat several times, giving each child a chance to bring objects to the group. ALTERNATE asking for objects that are on the table and objects that aren't on the table.		
INTRODUCTION:		
DEMONSTRATE: Call on a child. Tell him:	T:	(NAME), TOUCH YOUR HEAD.
Before he does it, ask him:	T:	WHAT DID I TELL YOU?
Model:	T:	Repeat: YOU TOLD ME TO TOUCH MY HEAD.
	C:	YOU TOLD ME TO TOUCH MY HEAD.
Ask the group:	T:	WHAT DID I TELL [HIM / HER] ?
Model:	T:	Repeat: YOU TOLD [HIM / HER] TO TOUCH [HIS / HER] HEAD.
	GRP	YOU TOLD [HIM / HER] TO TOUCH [HIS / HER] HEAD.

Instructions to the teacher	Speaker	Dialogue
Call on each child and give him a command. Follow the drill as outlined here. Here are some commands:	T:	(NAME), [SIT ON THE FLOOR. / WALK TO THE KITCHEN. / TOUCH YOUR TOES. / JUMP OVER THE BOOK. / RUN TO THE TABLE.]
Now call on the children in pairs. Set up a dialogue for them as follows. (Sample names are used here to make the dialogue easier to follow.)		
Say to child #1:	T:	(Juan), WHAT WILL YOU TELL (Maria)?
		TO WALK TO THE TABLE?
		TO JUMP OVER THE BOOK?
		TO SIT ON THE FLOOR?
		TO TOUCH [HIS / HER] TOES?
Let him make a choice. Then model:	T:	Repeat: I'LL TELL [HIM / HER] TO WALK TO THE TABLE.
	C#1	I'LL TELL [HIM / HER] TO WALK TO THE TABLE.
Ask the group:	T:	WHAT WILL HE TELL (Maria)?
Model:	T:	Repeat: HE'LL TELL (Maria) TO WALK TO THE TABLE.
	GRP	HE'LL TELL (Maria) TO WALK TO THE TABLE.
Say to child #1:	T:	OKAY, TELL [HIM / HER] .

Instructions to the teacher	Speaker	Dialogue
	T:	Tell [him/her]: WALK TO THE TABLE.
	C#1	WALK TO THE TABLE.
Before child #2 does so, ask him:	T:	WHAT DID HE TELL YOU?
Model:	T:	Repeat: HE TOLD ME TO WALK TO THE TABLE.
	C#2	HE TOLD ME TO WALK TO THE TABLE.
Ask the group:	T:	WHAT DID HE TELL (Maria)?
Model:	T:	Repeat: HE TOLD (Maria) TO WALK TO THE TABLE.
Then have child #2 perform the action.	GRP	HE TOLD (Maria) TO WALK TO THE TABLE.

NOTE:

(1) The teacher's instruction in this dialogue is REPEAT, instead of TELL ME. TELL ME would be confusing in this situation.

(2) We have used one pronoun and one proper noun, in order to make the dialogue easier and less confusing for the children. (e.g., HE TOLD MARIA rather than HE TOLD HER).

Repeat this entire dialogue several times, switching roles so that each child has one or more chances to play each part.

Year 2
Week 13
Day 5
Page 1

REVIEW PATTERNS: 1. Indirect discourse with tell/told
NP + tell + NP (Object) + Sentence
2. Future expressed with "will" + Verb:
"What will you tell him?"

NEW PATTERNS: 1. Indirect discourse with ask/asked:
NP + will ask + NP (Objective) + Question
asked
E.g., "I'll ask him where the book is." (Present)
"I asked him where the book was." (Past)

NEW VOCABULARY OR FORMS: Asked

MATERIALS NEEDED: Large ball; box large enough to contain the ball; toy cars, trucks, marbles, boats, balls; book.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
REVIEW:		
Review yesterday's dialogue with tell/ told. It is outlined here.	T:	(X), WHAT WILL YOU TELL (Y)?
	C#1	I'LL TELL HIM TO [TOUCH HIS TOES / WALK TO THE TABLE / SIT ON THE FLOOR / ETC.] .
Say to the group:	T:	WHAT WILL [HE / SHE] TELL (Y)?
	GRP	HE'LL TELL (Y) TO [TOUCH HIS TOES / WALK TO THE TABLE / SIT ON THE FLOOR / ETC.] .
Say to child #1 (X):	T:	Tell [him / her] : [TOUCH YOUR TOES / WALK TO THE TABLE / SIT ON THE FLOOR / ETC.] .

Instruction to the teacher	Speaker	Dialogue
	C#1	[TOUCH YOUR TOES / WALK TO THE TABLE / SIT ON THE FLOOR / ETC.] .
Say to child #2 (Y):	T:	WHAT DID [HE / SHE] TELL YOU?
	C#2	[HE / SHE] TOLD ME TO [TOUCH MY TOES / WALK TO THE TABLE / SIT ON THE FLOOR / ETC.]
Say to the group:	T:	WHAT DID [HE / SHE] TELL (Y)?
	GRP	[HE / SHE] TOLD (Y) TO [TOUCH HIS TOES / WALK TO THE TABLE / SIT ON THE FLOOR / ETC.] .
INTRODUCTION		
DEMONSTRATE: Ask a child:	T:	WHAT'S YOUR NAME?
	C:	(NAME) .
	T:	WHAT DID I ASK YOU?
Model:	T:	Repeat: YOU ASKED ME WHAT MY NAME WAS.
	C:	YOU ASKED ME WHAT MY NAME WAS.
Ask him:	T:	WHAT DID YOU TELL ME?

Instructions to the teacher	Speaker	Dialogue
Model:	T:	Repeat: I TOLD YOU MY NAME WAS (NAME).
	C:	I TOLD YOU MY NAME WAS (NAME).
Then ask other questions, following the same pattern:	T:	HOW OLD ARE YOU? WHERE ARE YOU SITTING? HOW OLD IS [HE / SHE] ? (point) WHAT'S [HIS / HER] NAME? (point)
Each time the pattern is:	T:	HOW OLD ARE YOU?
	C:	FIVE.
	T:	WHAT DID I ASK YOU?
	C:	YOU ASKED ME HOW OLD I WAS.
	T:	WHAT DID YOU TELL ME?
	C:	I TOLD YOU I WAS FIVE.
Next, call on the children in pairs. Say to child #1:	T:	(X), ASK (Y): WHAT'S YOUR NAME?
	C#1	WHAT'S YOUR NAME?
	C#2	(NAME).
Ask child #1:	T:	WHAT DID YOU ASK [HIM / HER] ?
Model:	T:	Repeat: I ASKED [HIM / HER] WHAT [HIS / HER] NAME WAS.
	C#1	I ASKED [HIM / HER] WHAT [HIS / HER] NAME WAS.

Instructions to the teacher	Speaker	Dialogue
Ask child #2:	T:	WHAT DID YOU TELL [HIM / HER] ?
Model:	T:	Repeat: I TOLD [HIM / HER] MY NAME WAS (NAME).
	C#2	I TOLD [HIM / HER] MY NAME WAS (NAME).
Repeat this with the other pairs of children; then switch parts and repeat again.		
Now divide the group into 2 smaller groups. Put a ball on the table (under a chair, in a box, etc.). Be sure the children watch you do this and know where the ball is.		
Tell group 1:	T:	ASK THEM WHERE THE BALL IS. WHAT WILL YOU ASK THEM?
Model:	T:	Repeat: WE'LL ASK THEM WHERE THE BALL IS.
	GRP 1	WHERE'S THE BALL?
	T:	WHAT DID YOU ASK THEM?
Model:	T:	Repeat: WE ASKED THEM WHERE THE BALL WAS.
	GRP 1	WE ASKED THEM WHERE THE BALL WAS.
Ask group 2:	T:	WHAT DID THEY ASK YOU?
Model:	T:	Repeat: THEY ASKED US WHERE THE BALL WAS.

Instructions to the teacher	Speaker	Dialogue
	T:	WHAT WILL YOU TELL THEM?
Model:	T:	Repeat: WE'LL TELL THEM, "THE BALL IS ON THE TABLE."
	GRP	WE'LL TELL THEM, "THE BALL IS ON THE TABLE."
	T:	Tell them: THE BALL IS ON THE TABLE.
	GRP 2	THE BALL IS ON THE TABLE.
Ask group 2:	T:	WHAT DID YOU TELL THEM?
Model:	T:	Repeat: WE TOLD THEM, "THE BALL WAS ON THE TABLE."
	GRP 2	WE TOLD THEM, "THE BALL WAS ON THE TABLE."
Ask group 1:	T:	WHAT DID THEY TELL YOU?
Model:	T:	Repeat: THEY TOLD US, "THE BALL WAS ON THE TABLE."
	GRP 1	THEY TOLD US, "THE BALL WAS ON THE TABLE."

Try to repeat this at least twice more before today's evaluation period. Change the position of the ball; put it under a chair, in a box, etc. Also, switch roles; let group 2 ask where the ball is and let group 1 tell them.

PART II. EVALUATION

Year 2
Week 13
Day 5
Page 6

The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE STUDENT:	C = Correct ✓ = Incorrect 1 2 3 4 5 6 7
ITEM I Put 4 or 5 different toys on the table. Say to the child: WEEK 12 DAYS 2 3 4	T: C:	HERE ARE SOME TOYS. WHAT WOULD YOU LIKE? I'D LIKE A [CAR / TRUCK / BOAT / ETC.] .	
ITEM II Stand with the child at a distance from the table. Say to him: WEEK 12 DAYS 3 4 Week 13 Day 2	T: C:	I'LL BRING YOU A TOY. WHAT WOULD YOU LIKE ME TO BRING YOU? I'D LIKE YOU TO BRING ME A [CAR / TRUCK / BALL / ETC.] .	
ITEM III Give the child some blue cars. WEEK 13 Ask him: DAYS 2 3 4 Ask Ask him:	T: C: T: C:	(NAME), DO YOU HAVE ANY BLUE CARS? YES, I DO. I HAVE SOME. or YES, I HAVE SOME, Etc. DO YOU HAVE ANY GREEN STICKS? NO, I DON'T. I DON'T HAVE ANY. Or NO, I DON'T HAVE ANY.	

Year 2
Week 13
Day 5
Page 7

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE STUDENT:	C = Correct ✓ = Incorrect 1 2 3 4 5 6 7
ITEM IV Put some cars, trucks, and marbles on the table. Ask the child: WEEK 13 DAYS 2 3 4	T:	(NAME), ARE THERE ANY CARS ON THE TABLE?	
	C:	YES, THERE ARE. THERE ARE SOME.	
	T:	ARE THERE ANY PENCILS ON THE TABLE?	
	C:	NO, THERE AREN'T. THERE AREN'T ANY.	
	T:	ARE THERE ANY TRUCKS ON THE TABLE? ETC.	
ITEM V Say to the child: WEEK 13 DAYS 4 5	T:	(NAME), SIT ON THE FLOOR.	
	T:	WHAT DID I TELL YOU?	
	C:	YOU TOLD ME TO SIT ON THE FLOOR.	
ITEM VI Lay a book on the floor. Say: WEEK 13 DAYS 4 5	T:	I CAN JUMP OVER THE BOOK. I CAN WALK TO THE TABLE. WHAT WILL YOU TELL ME TO DO?	
	C:	I'LL TELL YOU TO JUMP OVER THE BOOK WALK TO THE TABLE. .	

Year 2
Week 13
Day 5
Page 8

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE STUDENT:	C= Correct ✓= Incorrect 1 2 3 4 5 6 7
ITEM VII Ask the child: WEEK 13 DAY 5	T:	WHAT'S YOUR NAME?	
	C:	(NAME) .	
	T:	WHAT DID I ASK YOU?	
	C:	YOU ASKED ME WHAT MY NAME WAS.	
ITEM VIII Put a ball on the floor. Ask the child: WEEK 13 DAY 5	T:	WHERE'S THE BALL?	
	C:	ON THE FLOOR.	
	T:	WHAT DID I ASK YOU?	
	C:	YOU ASKED ME WHERE THE BALL WAS.	
	T:	WHAT DID YOU TELL ME?	
	C:	I TOLD YOU THE BALL WAS ON THE FLOOR.	

ENGLISH COMPONENT
YEAR II
WEEK 14

OBJECTIVES

REVIEW PATTERNS:

1. Indirect discourse with tell/told, ask/asked:
   Sentence-type: NP + [tell / ask] + NP (Objective) + Sentence
2. Future expressed with will + Verb
3. Change of tense in reported information
4. who, which, whose
5. Possessives:
   a. Pronouns: our, your, his, her, my, their
   b. Nouns: Proper Noun + 's: JUAN'S
6. Suppletion of indefinite quantifiers: some --- any in the environment of Negative Interrogative

NEW PATTERNS:

1. Indirect discourse with who, which, whose:
   Sentence-type: I asked you [who / whose + Noun / which + Noun] this was.
2. Indirect discourse with if:
   Sentence-type: I asked you if you [Past + be + Verb + ing / Past + have + any + Noun]

   Nominalized possessives:
   a. Pronouns: ours, yours, his, hers, mine, theirs
   b. Nouns: Proper Noun + 's: JUAN'S

MATERIALS:

Day 2: ball; bag and box, each large enough to contain the ball
toy cars, trucks, boats; pencils, crayons
Day 3: toy cars of various colors; parquetry blocks of various colors
Day 4: 3 pictures drawn by each child: 1 of himself, 1 of his house, 1 of his mother
(Teacher draws same 3 pictures for use on Day 5)
Day 5: H-M pictures 112, 114, 115, 118, 121, 123, 283, toy cars; crayons
Evaluation: H-M pictures 38, 119, 272, 273
Pictures from Day 4 (including teacher's)
Toy cars

REVIEW DAY

Year 2
Week 14
Day 1

INDICATE THE NUMBER OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK.

Item 1 _____ Item 4 _____ Item 7 _____

Item 2 _____ Item 5 _____ Item 8 _____

Item 3 _____ Item 6 _____ Item 9 _____

Which drills or exercises did you repeat on the basis of this evaluation?

List the patterns you reviewed and the activities you used for each.

Did the children who were having difficulties previously appear to understand better after the review?

Year 2
Week 14
Day 2
Page 1

REVIEW PATTERNS: Indirect discourse with tell/told, ask/asked
Sentence-type: NP + [tell / ask] + NP (Objective) + Sentence Question
Future expressed with will + verb
Change of tense in reported information

MATERIALS NEEDED: Ball, cups, toy cars, toy trucks, toy boat, pencils, crayons
box large enough to contain ball; paper bag large enough to contain ball.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
To review indirect discourse with tell/ told and ask/asked, have the children play a game of hiding objects and guessing where they are. First review the words behind, under, in. DEMONSTRATE: Hold up the ball. Put it in the box and say: Put it under the table and say: Put it behind the chair (the chair must be facing the group) and say: Put it in various other places; say:	T: T:	THE BALL IS IN THE BOX. THE BALL IS UNDER THE TABLE. THE BALL IS BEHIND THE CHAIR. THE BALL IS [IN THE KITCHEN / UNDER THE SOFA / BEHIND THE DOOR / IN THE BAG / UNDER THE CHAIR / ETC.]
Now the children will take turns hiding the ball and asking others where it is. Call on one child; have the others close their eyes.		

Year 2
Week 14
Day 2
Page 2

Instructions to the teacher	Speaker	Exchange
Whisper to child #1 to put the ball somewhere. Have the others open their eyes.		
Say to child #1 (the names Juan and Maria will be used as examples) child #1 is Juan)	T:	(Juan), ASK (Maria): WHERE IS THE BALL? WHAT WILL YOU ASK HER?
Model for him:	T:	Repeat: I'LL ASK HER WHERE THE BALL IS.
	C#1	I'LL ASK HER WHERE THE BALL IS.
Have him do so:	C#1	(Maria), WHERE IS THE BALL?
Ask child #2:	T:	WHAT DID HE ASK YOU?
Model:	T:	Repeat: HE ASKED ME WHERE THE BALL WAS.
	C#2	HE ASKED ME WHERE THE BALL WAS.
Ask the group:	T:	WHAT DID HE ASK (Maria)?
Model for them:	T:	Repeat: HE ASKED (Maria) WHERE THE BALL WAS.
	GRP	HE ASKED (Maria) WHERE THE BALL WAS.
Ask child #2:	T:	WHAT WILL YOU TELL HIM?
If he needs prompting, ask:	T:	WHERE IS THE BALL?
Urge him to make a guess; then model:	T:	Repeat: I'LL TELL HIM THE BALL IS IN THE BOX.
	C#2	I'LL TELL HIM THE BALL IS IN THE BOX.

Year 2
Week 14
Day 2
Page 2b

Instructions to the teacher	Speaker	Exchange
Have her do so:	C#2	THE BALL IS IN THE BOX.
Ask child #1:	T:	WHAT DID SHE TELL YOU?
Model:	T:	Repeat: SHE TOLD ME THE BALL WAS IN THE BOX.
	C#1	SHE TOLD ME THE BALL WAS IN THE BOX.
Ask the group:	T:	WHAT DID SHE TELL JUAN ?
	GRP	SHE TOLD HIM THE BALL WAS IN THE BOX.
Call on other pairs of children and repeat entire drill for each pair.		ETC.

PART II.

Set up a table with the items of toys listed above. Call on 2 children.

Instructions to the teacher	Speaker	Dialogue
Have one child stand at the table. Say to another child (child #2) the names Juan and Maria will be used again for examples:	T:	(Maria), TELL (Juan) TO GIVE YOU A [CUP / CAR / TRUCK / BOAT / CRAYON / PENCIL]
Ask child #2:	T:	WHAT WILL YOU TELL HIM?
Model for child #2:	T:	Repeat: I'LL TELL HIM TO GIVE ME A [BOAT / CAR / CUP / TRUCK / CRAYON / PENCIL]
	C#2	I'LL TELL HIM TO GIVE ME A BOAT, ETC.
Have him do so; C#2 says to C#1:	C#2	(Juan), GIVE ME A BOAT, ETC.
Ask child #1:	T:	WHAT DID SHE TELL YOU?
Model:	T:	Repeat: SHE TOLD ME TO GIVE HER A BOAT, ETC.
	C#1	SHE TOLD ME TO GIVE HER A BOAT, ETC.
Ask the group:	T:	WHAT DID SHE TELL (Juan)?
Model:	T:	Repeat: SHE TOLD (Juan) TO GIVE HER A BOAT, ETC.
	GRP	SHE TOLD (Juan) TO GIVE HER A BOAT, ETC.
Have child #1 give child #2 the boat. Then ask child #1:	T:	WHAT DID YOU GIVE HER?

REVIEW PATTERNS: Possessives: 1) Pronouns: our, your, his, her, my, their
2) Nouns: Proper Noun + 's (Juan's, etc.)
3) Who, which, whose (in questions)

Year 2
Week 14
Day 3
Page 1

NEW PATTERNS: Nominalized Possessives: ours, yours, his, hers, mine, theirs, Juan's etc.

NEW VOCABULARY OR FORMS: Ours, yours, his, hers, mine, theirs.

MATERIALS NEEDED: Toy cars of various colors; parquetry blocks of various colors.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Give each child a toy car. Arrange it so that two of the children have the same color, (e.g. blue), also, you and one of the children have the same color. (e.g., red).		
DEMONSTRATE:		
Point to each car and say:	T:	MY CAR IS RED. HIS CAR IS GREEN. HER CAR IS YELLOW.
(Pointing to 2 children's cars)		THEIR CARS ARE BLUE. OUR CARS ARE RED. (Name)'S CAR IS YELLOW. (Name)'S CAR IS GREEN.
Note: Alternate HIS and HER with the proper Noun + 's form (Juan's, Maria's).		
(Speaking directly to a child)	T:	YOUR CAR IS GREEN.
(Speaking to 2 children)		YOUR CARS ARE BLUE.

Instructions to the teacher	Speaker	Exchange
Then call on each child and ask him ALL the following questions, one by one, and having him answer each:	T:	(NAME), WHAT COLOR IS MY CAR? IS YOUR CAR? ARE THEIR CARS? IS HIS CAR? IS HER CAR? ARE OUR CARS? IS (Name)'S CAR?
If he and another child have the same color car, ask:	T:	WHAT COLOR ARE YOUR CARS?
He should respond:	C:	OUR CARS ARE GREEN , ETC.
If he and you have the same color, ask:	T:	WHAT COLOR ARE OUR CARS?
	C:	OUR CARS ARE RED.
If you and another child (child #2) have the same color car, point to the two cars and ask child #1:	T:	WHAT COLOR ARE OUR CARS?
	C:	YOUR CARS ARE RED.
The responses to the other questions are obvious:	C:	YOUR CAR IS RED. THEIR CARS ARE BLUE. HIS CAR IS YELLOW. HER CAR IS GREEN. (NAME)'S CAR IS BLUE. ETC.
NOTE: Remember to use pointing and eye		

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Instructions to the teacher	Speaker	Exchange
contact to help the child understand what you are asking. Now review <u>who</u>, <u>which</u>, and <u>whose</u>. Review each of these words with two different objects: cars, then parquetry blocks. Follow this procedure: review <u>who</u>, <u>which</u> and <u>whose</u> using cars; then take up the cars and give out parquetry blocks, and repeat the drills.		
Here are the drills you will use:	T:	WHO HAS A [BLUE / RED / ETC.] [CAR / SQUARE / TRIANGLE / RECTANGLE] ?
When a child answers, model:	T:	Tell me: I DO. I HAVE A [BLUE / RED / ETC.] [CAR / SQUARE / TRIANGLE / RECTANGLE]
	C:	I DO. I HAVE A [BLUE / RED / ETC.] [CAR / SQUARE / TRIANGLE / RECTANGLE]
Ask the group:	T:	<u>WHO</u> HAS A [BLUE / RED / ETC.] [CAR / SQUARE / ETC.] ?
Model:	T:	Tell me: [HE / SHE] DOES. [HE / SHE] HAS A [BLUE / RED / ETC] [CAR / SQUARE / ETC.] .

Year 2
Week 14
Day 3
Pag 4

Instructions to the teacher	Speaker	Exchange
	GRP	[HE / SHE] DOES. [HE / SHE] HAS A [BLUE / RED / ETC.] [CAR / SQUARE / ETC.]
For WHICH: Hold up two objects; ask:	T:	WHICH [CAR / SQUARE / TRIANGLE / ETC.] IS [BLUE / RED / GREEN / ETC.] ?
Model for the group (have them point):	T:	Tell me: THAT [CAR / SQUARE / TRIANGLE / ETC.] IS [BLUE / RED / GREEN / ETC.].
	GRP	THAT [CAR / SQUARE / TRIANGLE / ETC.] IS [BLUE / RED / GREEN / ETC.] .
Then ask about the 2nd object:	T:	WHICH [CAR / SQUARE / ETC.] IS [YELLOW / GREEN / ETC.] ?
The group points, saying:	GRP	THAT [CAR / SQUARE / ETC.] IS [YELLOW / GREEN / ETC.]
For WHOSE, ask:	T:	WHOSE [CAR / SQUARE / TRIANGLE / ETC.] IS [BLUE / RED / GREEN / ETC.] ?

Instructions to the teacher	Speaker	Exchange
Model for the child who answers:	T:	Tell me: MY [CAR / SQUARE / TRIANGLE / ETC.] IS [BLUE / RED / GREEN / ETC.] .
	C:	MY [CAR / SQUARE / TRIANGLE / ETC.] iS [BLUE / RED / GREEN / ETC.] .
Ask the group:	T:	WHOSE [CAR / TRIANGLE / ETC.] IS [BLUE / RED / ETC.] ?
Model:	T:	Tell me: [HIS / HER] [CAR / TRIANGLE / ETC.] IS [BLUE / RED / ETC.] .
	GRP	[HIS / HER] [CAR / TRIANGLE / ETC.] IS [BLUE / RED. / ETC.] .
INTRODUCTION: When you have thoroughly reviewed all the above forms, introduce the nominalized possessives (mine, yours, his, hers, ours, theirs, NAME'S). Stand in front of the children. Point to your eyes and ask the group:	T:	WHOSE EYES ARE THESE?

Instructions to the teacher	Speaker	Exchange
Model:	T:	Tell me: THOSE ARE <u>YOURS</u>.
	GRP	THOSE ARE YOURS.
	T:	YES, THESE ARE <u>MINE</u>.
Point to your hair and ask the group:	T:	WHOSE HAIR IS THIS?
Model:	T:	Tell me: THAT'S YOURS.
	GRP	THAT'S YOURS.
	T:	YES, THIS IS MINE.
Call on a boy. Point to his hand and ask him:	T:	WHOSE HAND IS THAT?
Model for him:	T:	Tell me: THIS IS MINE.
	C:	THIS IS MINE.
	T:	YES, THAT'S YOURS.
Point to his hand again and ask the group:	T:	WHOSE HAND IS THAT?
Model for them:	T:	Tell me: THAT'S HIS.
	GRP	THAT'S HIS.
	T:	YES, THAT'S HIS.
Point to a child's feet and ask him:	T:	<u>(NAME)</u>, WHOSE FEET ARE THESE?

Instructions to the teacher	Speaker	Exchange
Model:	T:	Tell me: THEY'RE MINE.
		THEY'RE MINE.
	T:	YES, THOSE ARE YOURS.
Point again and ask the group:	T:	WHOSE FEET ARE THOSE?
Model:	T:	Tell me: THEY'RE HIS.
	GRP	THEY'RE HIS.
	T:	YES, THEY'RE HIS.
Point to a girl's nose and ask her:	T:	(NAME), WHOSE NOSE IS THAT?
Model:	T:	Tell me: THIS IS MINE.
	C:	THIS IS MINE.
	T:	YES, THAT'S YOURS.
Point again and ask the group:	T:	WHOSE NOSE IS THAT?
Model:	T:	Tell me: THAT'S HERS.
	GRP	THAT'S HERS.
	T:	YES, THAT'S HERS.
Now call on the children one by one. Ask the following questions and model the responses. First, point to the child's eyes:		(NAME), WHOSE EYES ARE THOSE?

Year 2
Week 14
Day 3
Page 8

Instructions to the teacher	Speaker	Exchange
	C:	THESE ARE MINE.
Point to a girl's dress and ask child #1:	T:	WHOSE DRESS IS THAT?
	C:	THAT'S HERS.
Point to a boy's shirt and ask:	T:	WHOSE SHIRT IS THAT?
	C:	THAT'S HIS.
Point to 2 children's shoes and ask:	T:	WHOSE SHOES ARE THOSE?
	C:	THOSE ARE THEIRS.
Point to his feet and ask:	T:	WHOSE FEET ARE THESE?
	C:	THEY'RE MINE.
Point to your hand and ask:	T:	WHOSE HAND IS THIS?
	C:	THAT'S YOURS.
Repeat this drill with each child.		ETC. ETC.

Instructions to the teacher	Speaker	Exchange
II. REINFORCEMENT		
Now give out toy cars again. As before, make sure that you and one of the children have the same color (e.g., red) and that 2 other children have the same color (e.g., green).		
DEMONSTRATE:		
Point to the cars one by one or in pairs, and say to the group:	T:	MY CAR IS RED. HIS IS BLUE. HERS IS YELLOW. THEIRS ARE GREEN. OURS ARE RED.
(Speaking to one child): (Speaking to 2 children):		YOURS IS YELLOW. YOURS ARE GREEN.
Call on a child. Say:	T:	(NAME), MY CAR IS RED. WHAT COLOR IS YOURS?
Model:	T:	Tell me: MINE IS RED.
	C:	MINE IS RED.
Point to a boy's car. Ask:	T:	WHAT COLOR IS HIS?

Instructions to the teacher	Speaker	Exchange
Model:	T:	Tell me: HIS IS BLUE.
	C:	HIS IS BLUE.
Point to a girl's. Ask:	T:	WHAT COLOR IS HERS?
Model:	T:	Tell me: HERS IS YELLOW.
	C:	HERS IS YELLOW.
If you and the child have the same color, point to both your cars and ask:	T:	WHAT COLOR ARE OURS?
Model:	T:	Tell me: OURS ARE RED.
	C:	OURS ARE RED.
Point to the 2 children who have the same color cars; ask:	T:	WHAT COLOR ARE THEIRS?
Model:	T:	Tell me: THEIRS ARE GREEN.
	C:	THEIRS ARE GREEN.
If the child and another child have the same color, point to their cars and ask:	T:	WHAT COLOR ARE YOURS?
Model:	T:	Tell me: OURS ARE GREEN.
	C:	OURS ARE GREEN.
If you and another child have the same color, point to both your cars and ask		

Instructions to the teacher	Speaker	Exchange
the child you are questioning:	T:	WHAT COLOR ARE OURS?
Model:	T:	Tell me: YOURS ARE RED.
	C:	YOURS ARE RED.
Repeat this drill with every child, altering it as outlined above according to the color of car that each child has.		

REVIEW PATTERNS: Nominalized Possessives: mine, his, hers, (Name)'s
who, which, whose

Year 2
Week 14
Day 4
Page 1

NEW PATTERNS: Indirect discourse with who, which, whose:
I asked you [who / which + Noun / whose + Noun] this was.

MATERIALS NEEDED: Three pictures drawn by each child: one of himself, one of his mother, one of his house.

Instructions to the teacher	Speaker	Exchange
PART I. PREPARATION Earlier in the day, before the ESL lesson, have the children draw some pictures. First have everyone draw a picture of himself. Write on each picture: "(NAME)'S PICTURE." Then go through the drill outlined below. Next, have them draw pictures of their houses. Write on each picture: "(NAME)'S HOUSE." Again, go through the drill. Then have them draw pictures of their mothers. Write on each picture: "(NAME)'S MOTHER" and repeat the drill. Here is the drill. Hold up each picture and say:	T:	THIS IS (NAME)'S [PICTURE / HOUSE / MOTHER] .
Ask the group:	T:	WHOSE [PICTURE / HOUSE / MOTHER] IS THIS?
	GRP	THAT'S (NAME)'S [PICTURE. / HOUSE / MOTHER]

Year 2
Week 14
Day 4
Page 2

Instructions to the teacher	Speaker	Exchange
For the pictures of the children and of their mothers, ask (pointing to the face):	T:	WHO IS THIS?
	GRP	THAT'S [(NAME) / (NAME)'S MOTHER].
For the pictures of houses, ask:	T:	WHICH [PICTURE / HOUSE / MOTHER] IS (NAME)'S?
Have the group point and respond:	GRP	THAT [PICTURE / HOUSE / MOTHER] IS (NAME)'S.
		ETC.
PART II. REVIEW AND INTRODUCTION Use the pictures again for the ESL lesson. Hold up a picture and ask the group:	T:	WHOSE [PICTURE / HOUSE / MOTHER] IS THIS?
Before they can answer, ask.	T:	WHAT DID I ASK YOU?
Model:	T:	Repeat: YOU ASKED US WHOSE [PICTURE / HOUSE / MOTHER] THAT WAS.
	GRP	YOU ASKED US WHOSE [PICTURE / HOUSE / MOTHER] THAT WAS.
Repeat the question:	T:	WHOSE [PICTURE / HOUSE / MOTHER] IS THIS?

Instructions to the teacher	Speaker	Exchange
	GRP	THAT'S (NAME)'S [PICTURE / HOUSE / MOTHER] .
Repeat this with 3 or 4 pictures. Then call on a child. Have him hold up a picture.		
Model for him:	T:	Ask them: WHOSE [PICTURE / HOUSE / MOTHER] IS THIS?
	C:	WHOSE [PICTURE / HOUSE / MOTHER] IS THIS?
	T:	WHAT DID YOU ASK THEM?
Model:	T:	Repeat: I ASKED THEM WHOSE [PICTURE / HOUSE / MOTHER] THIS WAS.
	C:	I ASKED THEM WHOSE [PICTURE / HOUSE / MOTHER] THIS WAS.
Ask the group:	T:	WHAT DID [HE / SHE] ASK YOU?
Model:	T:	Repeat: [HE / SHE] ASKED US WHOSE [PICTURE / HOUSE / MOTHER] THAT WAS.
	GRP	[HE / SHE] ASKED US WHOSE [PICTURE / HOUSE / MOTHER] THAT WAS.

Instructions to the teacher	Speaker	Exchange
Have them respond with:	GRP	THAT'S (NAME)'S [PICTURE / HOUSE / MOTHER] .
Call on every child to be the "teacher" with this drill.		
DEMONSTRATE:		
Hold up two pictures. Ask:	T:	WHICH [PICTURE / HOUSE / MOTHER] IS (NAME)'S?
Before they can answer, ask:	T:	WHAT DID I ASK YOU?
Model:	T:	Repeat: YOU ASKED US WHICH [PICTURE / HOUSE / MOTHER] WAS (NAME)'S.
Then have every child play teacher, as above:	T:	Ask them: WHICH [PICTURE / HOUSE / MOTHER] IS (NAME)'S?
	C:	WHICH [PICTURE / HOUSE / MOTHER] IS (NAME)'S?
To the child:	T:	WHAT DID YOU ASK THEM?
	C:	I ASKED THEM WHICH PICTURE WAS (NAME)'S.

Instructions to the teacher	Speaker	Exchange
To the group:	T:	WHAT DID [HE / SHE] ASK YOU?
	GRP	[HE / SHE] ASKED US WHICH [PICTURE / HOUSE / MOTHER] WAS (NAME)'S.
Have them respond (pointing):	GRP:	THAT [PICTURE / HOUSE / MOTHER] IS (NAME)'S.
DEMONSTRATE:		
Hold up a picture either of a child or a mother; ask the group:	T:	WHO IS THIS?
Before they answer:	T:	WHAT DID I ASK YOU?
Model:	T:	Repeat: YOU ASKED US WHO THAT WAS.
	GRP	YOU ASKED US WHO THAT WAS.
Then they respond:	GRP	THAT'S [(NAME) / (NAME)'S MOTHER] .
Then call on every child and repeat:	T:	Ask them: WHO IS THIS?
	C:	WHO IS THIS?
	T:	WHAT DID YOU ASK THEM?
	C:	I ASKED THEM WHO THIS WAS.

Instructions to the teacher	Speaker	Exchange
To the group:	T:	WHAT DID [HE / SHE] ASK YOU?
	GRP	[HE / SHE] ASKED US WHO THAT WAS.
Then they respond:	GRP	THAT'S [(NAME) / (NAME)'S MOTHER].
III. REINFORCEMENT		
Go through the pictures. Hold up two of them and ask a child:	T:	WHICH [PICTURE / HOUSE / MOTHER] IS YOURS?
Ask him:	T:	WHAT DID I ASK YOU?
Model:	T:	Repeat: YOU ASKED ME WHICH [PICTURE / HOUSE / MOTHER] WAS MINE.
	C:	YOU ASKED ME WHICH [PICTURE / HOUSE / MOTHER] WAS MINE.
Model:	T:	Tell me: THAT ONE IS MINE.
He points and responds:	C:	THAT ONE IS MINE.
Repeat this with every child.		

Instructions to the teacher	Speaker	Exchange
Then hold up a picture and ask a child:	T:	WHOSE [PICTURE / HOUSE / MOTHER] IS THIS?
Ask him:	T:	WHAT DID I ASK YOU?
	C:	YOU ASKED ME WHOSE [PICTURE / HOUSE / MOTHER] THAT WAS.
Model his response:	T:	Tell me: THAT'S [MINE / (NAME)'S] .
	C:	THAT'S [MINE / (NAME)'S] .

REVIEW PATTERNS: Suppletion of indefinite quantifiers: some --> any in env. [Negative / Interrogative]
Indirect discourse with asked, told
I [asked / told] you + Sentence

Year 2
Week 14
Day 5
Page 1

NEW PATTERNS: Indirect discourse with if:
I asked you if you [were running . / had any cars / etc.]

NEW VOCABULARY OR FORMS: if

MATERIALS NEEDED: H-M pictures 112,114,115,118, 121, 123,183
toy cars
crayons
Evaluation: Pictures from Day 4 (drawn by the children)
H-M pictures 38,119, 272, 273
Three pictures drawn by the teacher: of herself, her house, her mother.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Use the H-M cards listed above. Hold up each one and ask questions (make them all Yes questions).	T:	IS [HE / SHE] [DRAWING / RUNNING / EATING / WALKING / JUMPING / SITTING / DRINKING] ?
The group responds to each:	GRP	YES, [HE'S / SHE'S] [DRAWING / RUNNING / EATING / WALKING / ETC.] .
After each response, ask:	T:	WHAT DID I ASK YOU?

Instructions to the teacher	Speaker	Exchange
Model::	T:	Repeat: YOU ASKED US IF [HE / SHE] WAS [DRAWING / RUNNING / EATING / WALKING / ETC.] .
	GRP	YOU ASKED US IF [HE / SHE] WAS [DRAWING / RUNNING / EATING / WALKING / ETC.] .
	T:	WHAT DID YOU TELL ME?
Model:	T:	Repeat: WE TOLD YOU [HE / SHE] WAS [DRAWING / RUNNING / EATING / ETC.] .
Next, mix Yes and No questions. Give 2 or 3 cars each to some of the children, 2 or 3 crayons each to the others.		
Ask each child:	T:	DO YOU HAVE ANY [CARS / CRAYONS] ?
Before he answers:	T:	WHAT DID I ASK YOU?
Model:	T:	Repeat: YOU ASKED ME IF I HAD ANY [CARS / CRAYONS] .
	T:	DO YOU HAVE ANY?

Year 2
Week 14
Day 5
Page

Instructions to the teacher	Speaker	Exchange
	C:	YES, I HAVE SOME. NO, I DON'T HAVE ANY.
After repeating this drill with each child, ask each one the following:	T:	DO YOU HAVE ANY [RED / BLUE / ETC.] [CARS / CRAYONS / ETC.] ?
Before he answers ask:	T:	WHAT DID I ASK YOU?
Continue exactly as above.		
Next, give the children commands. Then ask them about what they are doing (make some Yes-questions, some No-questions).		
To a child:	T:	(NAME), [WALK TO THE DOOR / SIT ON THE FLOOR / STAND ON YOUR CHAIR / ETC.]
As he does so, ask:	T:	ARE YOU [STANDING ON YOUR CHAIR / WALKING TO THE DOOR / SITTING ON THE FLOOR / ETC.] ?
Before he answers, ask:	T:	WHAT DID I ASK YOU?
Model:	T:	Repeat: YOU ASKED ME IF I WAS [STANDING ON MY CHAIR. / WALKING TO THE DOOR. / SITTING ON THE FLOOR. / ETC.]

Instructions to the teacher	Speaker	Exchange
	C:	YOU ASKED ME IF I WAS [STANDING ON MY CHAIR / WALKING TO THE DOOR / SITTING ON THE FLOOR / ETC.] .
Repeat the question; have him respond:	C:	YES, I'M [STANDING ON MY CHAIR / WALKING TO THE DOOR / ETC.] .
		OR
		NO, I'M NOT [STANDING ON MY CHAIR / WALKING TO THE DOOR / ETC.] . I'M (he tells what he is doing)

Repeat with every child.

PART II. EVALUATION

Year 2
Week 14
Day 5
Page 5

The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE STUDENT:	C = Correct ✓ = Incorrect 1 2 3 4 5 6 7
ITEM I. Point to your shoe. Say:	T:	THIS SHOE IS MINE.	
WEEK 14 DAYS 3,4 Ask:	T:	IS THIS SHOE MINE?	
	C:	YES, IT'S YOURS.	
Point to the child's hand. Say:	T:	IS THIS YOUR HAND?	
	C:	YES, IT'S MINE.	
ITEM II. Point to your nose. Ask:	T:	IS THIS YOUR NOSE? NO, IT'S MINE.	
WEEK 14 DAYS 3,4 Point to the child's shoe. Ask:	T:	IS THAT MY SHOE?	
	C:	NO, IT'S MINE.	
Point to your hand. Ask:	T:	IS THIS YOUR HAND?	
	C:	NO, IT'S YOURS.	
ITEM III. Point to one of your pictures. (Have one of the child's pictures on the table, also, along with others.) Say:		THIS PICTURE IS MINE.	
WEEK 14 DAYS 3,4	T:	WHICH PICTURE IS YOURS?	
He points and says:	C:	THAT'S MINE.	
Ask him:	T:	WHICH PICTURES ARE OURS?	
	C:	THESE ARE OURS.	

Year 2
Week 14
Day 5
Page 6

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE	STUDENT	C= Correct ✓= Incorrect 1 2 3 4 5 6 7
ITEM IV. Use of H-M cards 38, 119, 272, 273. WEEK 14 Show H-M #38 and ask: DAYS 3,4	T:	WHOSE BOOK IS THAT?		
	C:	THAT'S HERS. (or) HERS.		
Show H-M #119 and ask:	T:	WHOSE COOKIE IS THAT?		
	C:	THAT'S HIS. (or) HIS.		
Show 272 and 273 and ask: (One at a time)	T:	WHOSE [BOXES / BOOKS] ARE THOSE?		
ITEM V. Give the child a toy car. Ask him:	T:	WHOSE CAR IS THAT? WHAT DID I ASK YOU?		
	C:	YOU ASKED ME WHOSE CAR THIS WAS.		
Take a car for yourself. Ask:	T:	WHOSE CAR IS THIS? WHAT DID I ASK YOU?		
	C:	YOU ASKED ME WHOSE CAR THAT WAS.		
ITEM VI. Show the child the picture of WEEK 14 himself. DAY 4	T:	WHO IS THIS? WHAT DID I ASK YOU?		
	C:	YOU ASKED ME WHO THAT WAS.		
Show him the picture of his mother. Ask:	T:	WHO IS THIS? WHAT DID I ASK YOU?		
	C:	YOU ASKED ME WHO THAT WAS.		

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE	STUDENT	C = Correct ✓ = Incorrect 1 2 3 4 5 6 7
ITEM VII. Show the child a red car and a blue car. Ask: WEEK 14 DAY 4	T:	WHICH CAR IS RED? WHAT DID I ASK YOU?		
	C:	YOU ASKED ME WHICH CAR WAS RED.		
Ask:	T:	WHICH CAR IS BLUE? WHAT DID I ASK YOU?		
	C:	YOU ASKED ME WHICH CAR WAS BLUE.		
ITEM VIII. Tell the child: WEEK 14 DAY 5	T:	(NAME) , STAND UP. ARE YOU STANDING? WHAT DID I ASK YOU?		
	C:	YOU ASKED ME IF I WAS STANDING.		
Tell him: After he does so:	T:	SIT DOWN. ARE YOU SITTING? WHAT DID I ASK YOU?		
	C:	YOU ASKED ME IF I WAS SITTING.		
ITEM IX. Give the child some cars. Say:	T:	HERE ARE SOME CARS.		
Ask him:	T:	DO YOU HAVE ANY BLUE CARS? WHAT DID I ASK YOU?		
	C:	YOU ASKED ME IF I HAD ANY BLUE CARS.		
Ask him:	T:	DO YOU HAVE ANY RED CARS? WHAT DID I ASK YOU?		
	C:	YOU ASKED ME IF I HAD ANY RED CARS.		

ENGLISH COMPONENT
YEAR II
WEEK 15

OBJECTIVES

REVIEW:

1. Nominalized Possessives:
   a. Pronouns: mine, yours, his, hers, ours, theirs
   b. Nouns: Proper Noun + 's: (Name)'s
2. Indirect discourse:
   a. NP + tell + NP + to + Sentence
   b. NP + ask + NP + [who / whose / which / what / where] + Sentence

NEW:

1. Sentence with open condition clauses.
   a. Present: When I touch my head, you stamp your feet.
   b. Past: When you touched your head, I stamped my feet.
2. Questions involving sentences with open condition clauses.
   When I touched my head, what did you do?
3. Indirect commands: Tell + NP + to + Sentence:
   Tell John to stand up.
4. Indirect questions with Ask + NP + [what / where / who / whose / which] + Sentence

   Indirect commands with Tell + NP + [what / where / who / whose / which] + Sentence

MATERIALS:

Day 2: crayons, drawing paper, toy cars
Day 3: none
Day 4: ball; pictures from Day 4, Week 14 (of children, their houses, their mothers)
Day 5: ball, box large enough to contain ball, book, doll
EVA.: ball, toy cars, pictures from Day 4, Week 14.

REVIEW DAY

Year 2
Week 15
Day 1

INDICATE THE NUMBER OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK.

Item 1 _____ Item 4 _____ Item 7 _____

Item 2 _____ Item 5 _____ Item 8 _____

Item 3 _____ Item 6 _____ Item 9 _____

Which drills or exercises did you repeat on the basis of this evaluation?

List the patterns you reviewed and the activities you used for each.

Did the children who were having difficulties previously appear to understand better after the review?

REVIEW PATTERNS: Nominalized Possessives: mine, yours, his, hers, ours, theirs, (Name)'s

NEW PATTERNS: Sentence-type: Sentences with open condition clause:
Ex. When I touch my head, you stamp your foot.

Year 2
Week 15
Day 2
Page 1

NEW VOCABULARY OR FORMS: When

MATERIALS NEEDED: Crayons, drawing paper
Toy cars

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
DEMONSTRATE:		
Give each child a toy car. Also keep one yourself. Say to the group:	T:	THIS IS MY CAR. THAT'S (NAME)'S. THAT'S (NAME)'S.
Pointing to 2 cars and 2children:		THOSE ARE THEIRS.
Pointing to all the children's cars and all the children: Pointing to all the cars and all of you:	T:	THOSE ARE YOURS. THESE ARE OURS. ETC.
Now repeat this drill with each child:	T:	(NAME), WHOSE CAR IS THAT?
	C:	THIS IS MINE.
Point to several cars one by one and ask:	T:	WHOSE CAR IS THAT?
	C:	THAT'S [HIS / HERS / (NAME)'S]
Point to 2 or 3 cars:	T:	WHOSE ARE THOSE?

Instruction to the teacher	Speaker	Exchange
	C:	THOSE ARE THEIRS.
Point to yours and his:	T:	WHOSE ARE THESE?
	C:	THESE ARE OURS.
Next, give out drawing paper and crayons. Give each child one crayon, as follows: give out 1 blue, 2 greens, 2 reds, 1 yellow.		ETC:
Tell them:	T:	I WANT YOU TO DRAW SOME PICTURES FOR ME. FIRST, YOU CAN ALL DRAW A TREE.
Have them leave room on the paper for other objects. If they don't, however, give out new paper.		
When they have drawn trees, ask <u>each child</u> all of the following questions:	T:	<u>(NAME)</u>, WHOSE TREE IS YELLOW? WHOSE TREES ARE GREEN? WHOSE TREES ARE RED? WHOSE TREE IS BLUE?
The proper responses (depending on what color tree the child has) are:	C:	MINE IS. HIS IS. HERS IS. THEIRS ARE. OURS ARE.
Now have the children change crayons so that each one has a new color. Say:	T:	NOW, YOU CAN ALL DRAW A HOUSE.

Instruction to the teacher	Speaker	Exchange
After they have done so, repeat the above questions. Ask each child all the questions. Once again, have them change crayons and draw cars. Repeat the drill.		
INTRODUCTION:		
Put away the crayons and drawings. Seat the children in front of you. Say:	T:	LET'S PLAY A GAME.
DEMONSTRATE:	T:	I'LL CLAP MY HANDS. (do so) I'LL CLAP MY HANDS. (do so) I'LL CLAP MY HANDS. (do so)
	T:	I'LL STAMP MY FOOT. (do so) I'LL STAMP MY FOOT. (do so) I'LL STAMP MY FOOT. (do so)
	T:	I'LL TOUCH MY HEAD. (as above - 3 times)
Repeat with other actions:	T:	I'LL SIT ON THE FLOOR. I'LL STAND UP. ETC.
Now drill the children in each action:	T:	EVERYONE. CLAP YOUR HANDS! STAMP YOUR FEET! TOUCH YOUR HEADS! SIT ON THE FLOOR! STAND UP!
When you are sure that they understand each command, say:	T:	NOW, LET'S PLAY A GAME.

Instructions to the teacher	Speaker	Exchange
Hold your hand poised over your head. Say:	T:	WHEN I TOUCH MY HEAD ...
On the word YOU, touch your head:	T:	YOU--STAMP YOUR FEET!
Next, hold your hands poised to clap:	T:	WHEN I CLAP MY HANDS . . .
On YOU, clap your hands:	T:	YOU STAND UP!
Repeat with different actions:	T:	WHEN I [STAND UP / SIT DOWN / STAMP MY FOOT / CLAP MY HANDS / TOUCH MY HEAD] . . . YOU [SIT ON THE FLOOR. / STAMP YOUR FEET. / CLAP YOUR HANDS. / TOUCH YOUR HEADS / STAND UP]
Now give each child a chance to lead the drill. Here is the procedure: Ask him:	T:	WHAT DO YOU WANT THEM TO DO?
	C:	SIT DOWN. STAND UP. STAMP THEIR FEET. ETC.
Model for him:	T:	Tell them: WHEN I [CLAP MY HANDS / TOUCH MY HEAD / ETC.] , YOU [STAMP YOUR FEET. / STAND UP / ETC.]
Have him give the entire direction before he gives the signal:	C:	WHEN I [CLAP MY AHANDS / TOUCH MY HEAD / ETC.] ,YOU [STAMP YOUR FEET. / STAND UP / ETC.]
Now have him give the signal. If necessary, say to him:	T:	CLAP YOUR HANDS! TOUCH YOUR HEAD! ETC.

Instructions to the teacher	Speaker	Exchange

When he does so, the group should carry out the action he told them to do.

Then ask the group:

T: WHEN [HE / SHE] [CLAPPED / TOUCHED] [HIS / HER / HEAD / ETC.] , WHAT DID YOU DO?

Model for them:

T: Tell me: WHEN [HE / SHE] [CLAPPED / TOUCHED] [HIS / HER / HEAD / ETC.] , WE [STOOD UP. / SAT DOWN. / ETC.]

GRP WHEN [HE / SHE] [CLAPPED / TOUCHED] [HIS / HER / HEAD / ETC.] , WE [STOOD UP / SAT DOWN / ETC.] .

Let each child give at least 3 commands. Repeat this entire drill with each child playing leader.

II. REINFORCEMENT

Call on one child. Tell him:

T: (NAME), WHEN I TOUCH MY HEAD, YOU TOUCH YOURS.

Touch your head and wait for him to touch his. Ask him:

T: WHEN I TOUCHED MY HEAD, WHAT DID YOU DO?

Year 2
Week 15
Day 2
Page 6

Instructions to the teacher	Speaker	Exchange
Model:	T:	Tell me: WHEN YOU TOUCHED YOUR HEAD, I TOUCHED MINE .
	C:	WHEN YOU TOUCHED YOUR HEAD, I TOUCHED MINE.
Call on every other child and repeat the above drill. Other commands are:	T:	WHEN I [CLAP MY HANDS / STAMP MY FEET / SIT ON MY CHAIR / TOUCH MY TOES / ETC.] , YOU [CLAP YOURS / STAMP YOURS / SIT ON YOURS / TOUCH YOURS / ETC.] .

REVIEW PATTERNS: Nominalized Possessives: mine, yours, his, hers, ours, theirs, (Name)'s
When + Sentence + Sentence: When I touch my head, you touch yours.

Year 2
Week 15
Day 3
Page 1

NEW PATTERNS: Indirect with to + Sentence
Sentence-type: Tell + NP + to + Sentence

MATERIALS NEEDED: None

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
DEMONSTRATE:		
Sit in a circle with the children. Say to a child:	T:	(NAME) , WHEN I TOUCH YOU, YOU TOUCH (NAME).
Touch him on the arm and wait for him to touch the second child.		
Say to another child:	T:	WHEN I TOUCH YOU, YOU TOUCH (NAME).
Repeat with each child.		
Then go around the group several times, giving commands and following this drill:	T:	(NAME), WHEN I TOUCH YOUR [ARM / HEAD / SHOE / ETC.] , YOU TOUCH [HIS / HERS / MINE / THEIRS / OURS / (NAME)'S] .
After he obeys the command, ask:	T:	WHEN I TOUCHED YOUR [ARM / HEAD / SHOE / ETC.] ,WHAT DID YOU DO?

Year 2
Week 15
Day 3
Page 2

Instructions to the teacher	Speaker	Exchange
Model for him:	T:	Tell me: WHEN YOU TOUCHED MY [ARM / HEAD / SHOE / ETC] I TOUCHED [HIS / HERS / MINE / THEIRS / YOURS / (NAME)'S]
	C:	WHEN YOU TOUCHED MY [ARM / HEAD / SHOE / ETC.] I TOUCHED [HIS / HERS / MINE / THEIRS / YOURS / (NAME)'S] .

Follow this drill with each child.

INTRODUCTION:

Tell the group:	T:	LET'S PLAY A GAME. I'M GOING TO TELL YOU WHAT TO DO.
(Repeat)	T:	I'LL TELL (NAME) TO TOUCH HIS HEAD. I'LL TELL (NAME) TO TOUCH HIS HEAD.
Say to that child:	T:	(NAME), TOUCH YOUR HEAD.
After he does so, ask him:	T:	WHAT DID I TELL YOU TO DO?
Model:	T:	Repeat: YOU TOLD ME TO TOUCH MY HEAD.
	C:	YOU TOLD ME TO TOUCH MY HEAD.
Give every child a command in the same way:	T:	I'LL TELL (NAME) TO [STAND UP / SIT ON THE FLOOR.] ETC.

Year 2
Week 15
Day 3
Page 3

Instructions to the teacher	Speaker	Exchange
To the child:	T:	(NAME), [STAND UP / SIT ON THE FLOOR / STAMP YOUR FOOT / CLAP YOUR HANDS / TOUCH YOUR HEAD / ETC.] .
After he does so, ask him:	T:	WHAT DID I TELL YOU TO DO?
	C:	YOU TOLD ME TO [STAND UP / SIT ON THE FLOOR / ETC.] .
Now call on a child to be teacher. Tell him:	T:	(NAME), YOU CAN TELL THEM WHAT TO DO.
Point to another child. Say to child #1:	T:	TELL [HIM / HER] TO CLAP [HIS / HER] HANDS.
If necessary, model:	T:	Tell [him / her] : CLAP YOUR HANDS!
After child #2 does so, ask child #1:	T:	WHAT DID YOU TELL [HIM / HER] TO DO?
Model, if necessary:	T:	Repeat: I TOLD [HIM / HER] TO CLAP [HIS / HER] HANDS.
	C#1	I TOLD [HIM / HER] TO CLAP [HIS / HER] HANDS.
Let him give each child a command, following this outline.		
Call on each child in the group to be teacher.		
Repeat this drill as many times as possible. Other commands:	T:	WALK TO THE DOOR. TOUCH (NAME)'S HAND, ARM, ETC.

REVIEW PATTERNS: Imperative construction with Tell + NP + to + Sentence
Example: Tell them to clap their hands.

NEW PATTERNS: Imperative construction with Ask + NP + [who / what / where / whose / which] + Sentence

Year 2
Week 15
Day 4
Page 1

MATERIALS NEEDED: Ball; pictures from Day 4, Week 14 (Children's pictures of themselves, their houses, their mothers).

PART I. REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Repeat the drill from yesterday with "TELL". Call on a child to be teacher. Tell him:	T:	(NAME), TELL THEM TO [CLAP THEIR HANDS / STAMP THEIR FEET / TOUCH THEIR HEADS / STAND UP / SIT ON THE FLOOR / ETC.] .
If he needs help, model:	T:	Tell them: [CLAP YOUR HANDS. / STAMP YOUR FEET. / ETC.]
	C:	CLAP YOUR HANDS. STAMP YOUR FEET. ETC.
After they do so, ask the child:	T:	WHAT DID YOU TELL THEM TO DO?
Model:	T:	Repeat: I TOLD THEM TO [CLAP THEIR HANDS / STAMP THEIR FEET / ETC.] .
	C:	I TOLD THEM TO [CLAP THEIR HANDS / STAMP THEIR FEET / ETC.] .

Instructions to the teacher	Speaker	Exchange
Ask the group:	T:	WHAT DID [HE / SHE] TELL YOU TO DO?
Model:	T:	Repeat: [HE / SHE] TOLD US TO [CLAP OUR HANDS. STAMP OUR FEET ETC.]
	GRP	[HE / SHE] TOLD US TO [CLAP OUR HANDS STAMP OUR FEET ETC.] .

Let the child give 1 or 2 more commands. Call on every child to be teacher. The important thing is for you to give the command: "TELL THEM TO..." and for the child to unscramble this.

INTRODUCTION:

Tell the children:	T:	LET'S PLAY A GAME.
	T:	I'LL ASK (NAME) WHAT HIS NAME IS.
Ask the child:		
THEN ASK THE GROUP:	T:	WHAT DID I ASK [HIM / HER] ?
Model:	T:	Repeat: YOU ASKED [HIM / HER] WHAT [HIS / HER] NAME WAS.
	GRP	YOU ASKED [HIM / HER] WHAT [HIS / HER] NAME WAS.

Instructions to the teacher	Speaker	Exchange
Repeat this with every child in the group.		
Now put a ball on the table. Say to the group: (Repeat)	T:	I'LL ASK (NAME) WHERE THE BALL IS. I'LL ASK (NAME) WHERE THE BALL IS.
Then ask that child:	T:	(NAME), WHERE'S THE BALL?
Ask the group:	T:	WHAT DID I ASK [HIM / HER] ?
Model:	T:	Repeat: YOU ASKED [HIM / HER] WHERE THE BALL WAS.
	GRP	YOU ASKED [HIM / HER] WHERE THE BALL WAS.
Repeat with 1 or 2 other children. Then call on a child to be teacher. Say to him:	T:	(NAME), ASK (NAME) WHERE THE BALL IS.
If necessary, model:	T:	Ask him: WHERE'S THE BALL?
	C:	WHERE'S THE BALL?
After the response, ask him:	T:	WHAT DID YOU ASK [HIM / HER] ?
	C:	I ASKED [HIM / HER] WHERE THE BALL WAS.
Ask the group:	T:	WHAT DID [HE / SHE] ASK [HIM / HER] ?

Instructions to the teacher	Speaker	Exchange
Model:	T:	Repeat: [HE / SHE] ASKED [HIM / HER] WHERE THE BALL WAS.
	GRP	[HE / SHE] ASKED [HIM / HER] WHERE THE BALL WAS.
We now want to repeat this very same drill with WHO, WHOSE, and WHICH. Take them one at a time, as you did with WHAT and WHERE. To do this, use the pictures from Day 4 of Week 14 -- of each child, his house, and his mother. Do just as you did for WHAT and WHERE: first demonstrate each form by saying:	T:	I'LL ASK (NAME) [WHO THIS IS / WHOSE [HOUSE / MOTHER / PICTURE] THIS IS / WHICH [HOUSE / PICTURE] IS HIS / HERS]
Then ask the child:	T:	(NAME), [WHO IS THIS? / WHOSE [HOUSE / MOTHER / PICTURE] IS THIS? / WHICH [HOUSE / PICTURE] IS YOURS?]
NOTE: Don't use the question "WHICH MOTHER IS YOURS?" This is not "normal" English usage.		

Instructions to the teacher	Speaker	Exchange
After the child responds, ask the group:	T:	WHAT DID I ASK [HIM / HER] ?
The group response is:	GRP	YOU ASKED [HIM / HER] [WHO THAT WAS / WHOSE [HOUSE / MOTHER / PICTURE] THAT WAS. / WHICH [HOUSE / PICTURE] WAS [HIS / HERS.]]
After drilling the questions with several children, call on a child to be teacher. Again, the drill is exactly with WHAT and WHERE.		
Here is the drill:	T:	ASK (NAME) [WHO THAT IS / WHOSE [HOUSE / MOTHER / PICTURE] THAT IS. / WHICH [HOUSE / PICTURE] IS YOURS.]
	C:	(NAME), [WHO IS THIS / WHOSE [HOUSE / MOTHER / PICTURE] THIS WAS / WHICH [HOUSE / PICTURE] WAS [HIS / HERS]] ?
Here is a change: instead of asking the group, ask the second child:	T:	WHAT DID [HE / SHE] ASK YOU?

Instructions to the teacher	Speaker	Exchange
	C#2	HE ASKED ME WHO THAT WAS / WHOSE [HOUSE / PICTURE / MOTHER] THAT WAS . / WHICH [HOUSE / PICTURE] WAS MINE .
Of course, you will have to model the children's responses and questions for the most part. REMEMBER that WHO, WHICH, and WHOSE are to be drilled one by one. They are presented together here only for the typist's convenience. III. REINFORCEMENT In the INTRODUCTION, each WH-question was drilled separately. Now you can mix them. Call on the children one by one, and give each one a different WH-question (WHAT, WHERE, WHO, WHOSE, WHICH) to ask another child. For example:	T:	(NAME), ASK (NAME) WHAT HIS NAME IS.
	C#1	WHAT'S YOUR NAME?
Say to another, giving him a picture:	T:	(NAME), ASK (NAME) WHERE THE BALL IS.
	C#2	WHERE'S THE BALL?
Say to another, giving him a picture:	T:	(NAME), ASK (NAME) WHO THIS IS.
	C#3	WHO IS THIS?
Drill WHOSE and WHICH in the same way. Repeat several times, mixing the questions. (Again, you will have to model the children's questions and responses to some degree).		

REVIEW PATTERNS: Imperative construction with Ask + NP + [who / what / where / whose / which] + Sentence

Year 2
Week 15
Day 5
Page 1

NEW PATTERNS: Imperative construction with Tell + NP + [who / what / where / whose / which] + Sentence.

MATERIALS: Ball; box large enough to contain ball; book; doll; toy cars.

PART I. REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
DEMONSTRATE:		
Ask each child the following 2 questions:	T:	TELL ME WHAT YOUR NAME IS.
If necessary, model:	T:	Tell me: MY NAME IS. . .
	C:	MY NAME IS (NAME).
Then ask him pointing to another child:	T:	TELL ME WHAT [HIS / HER] NAME IS.
This time, don't model unless you have to:	C:	[HIS / HER] NAME IS (NAME).
Do this with each child.		
Now put the doll on a chair, the ball in the box, and the book on the table.		
Say to a child:	T:	(NAME), ASK (NAME) WHERE THE [BALL / BOOK / DOLL] IS.

Instructions to the teacher	Speaker	Dialogue
If necessary, model:	T:	Ask him: WHERE'S THE [BALL / BOOK / DOLL] ?
	C#1	WHERE'S THE [BALL / BOOK / DOLL] ?
Say to the 2nd child:	T:	TELL [HIM / HER] WHERE THE [BALL / BOOK / DOLL] IS
If necessary, model:	T:	Tell him: [THE BALL IS IN THE BOX. / THE BOOK IS ON THE TABLE. / THE DOLL IS ON THE CHAIR.]
	C#2	[THE BALL IS IN THE BOX. / THE BOOK IS ON THE TABLE. / THE DOLL IS ON THE CHAIR.]
Have the first child ask the second child another question. Then go on to another pair of children, then to the last pair. Switch roles and repeat again, with all 3 pairs.		
Now review WHO, WHOSE, and WHICH in the same way. Use pictures from Day 4, Week 14. Here is the drill:		
Tell child #1 (give him a picture):	T:	ASK (NAME) WHO THAT IS.
Tell child #1	C#1	WHO IS THIS?

Year 2
Week 15
Day 5
Page 3

Instructions to the teacher	Speaker	Dialogue
Say to child #2:	T:	TELL [HIM / HER] WHO THAT IS.
	C#2	THAT'S [(NAME) / (NAME'S MOTHER] or THAT'S [ME / MY MOTHER] .
For WHOSE, the drill is:		
Tell child #1:	T:	ASK (NAME) WHOSE [HOUSE / MOTHER / PICTURE] THAT IS.
	C#1	WHOSE [HOUSE / MOTHER / PICTURE] IS THIS?
Tell child #2:	T:	TELL HIM WHOSE [HOUSE / MOTHER / PICTURE] THAT IS.
	C#2	THAT'S [(NAME)'S / MY] [HOUSE / MOTHER / PICTURE]
For WHICH, the drill is:		
Tell child #1:	T:	ASK (NAME) WHICH [HOUSE / PICTURE] IS [HIS / HERS / (NAME)'S] .
	C#1	WHICH [HOUSE / PICTURE] IS [YOURS / (NAME)'S] ?

Instructions to the teacher	Speaker	Dialogue
Tell child #2:	T:	TELL [HIM / HER] WHOSE [HOUSE / MOTHER / PICTURE] THAT IS.
	C#2	THAT'S [(NAME)'S / MY] [HOUSE / MOTHER / PICTURE] .
For WHICH, the drill is:		
Tell child #1:	T:	ASK (NAME) WHICH [HOUSE / PICTURE] IS [HIS / HERS / (NAME)'S] .
	C#1	WHICH [HOUSE / PICTURE] IS [YOURS / (NAME)'S] ?
Tell child #2:	T:	TELL [HIM / HER] WHICH [HOUSE / PICTURE] IS [YOURS / (NAME)'S] .
Again, remember not to use the form "WHICH MOTHER IS YOURS/(NAME)'S." This is not acceptable English usage.		
Repeat each of these drills many times. Model questions and responses whenever necessary.		

PART II. EVALUATION

Year 2
Week 15
Day 5
Page 5

The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

Instructions to the teacher	Speaker	Item and Response Student:	C= Correct ✓= Incorrect 1 2 3 4 5 6 7
ITEM I. WEEK 15 DAY 3 Tell the child:	T:	WHEN I TOUCH MY HEAD, YOU TOUCH YOURS.	
Then touch your head. He should touch his.			
Now say:	T:	WHEN I CLAP MY HANDS, YOU CLAP YOURS.	
Then clap yours; he should clap his.			
ITEM II. WEEK 15 DAY 2 Tell the child:	T:	WHEN YOU CLAP YOUR HANDS, I'LL STAND UP.	
(If necessary, say:)		CLAP YOUR HANDS!	
When he claps, stand up. Then ask:	T:	WHEN YOU CLAPPED YOUR HANDS, WHAT DID YOU DO?	
	C:	WHEN I CLAPPED MY HANDS, YOU STOOD UP.	
		OR	
		YOU STOOD UP.	
ITEM III. WEEK 15 DAYS 3,4 Say to him:	T:	TELL ME TO STAND UP.	
	C:	STAND UP.	
Stand up; then say:	T:	TELL ME TO SIT DOWN.	
	C:	SIT DOWN.	
Do so.			

Year 2
Week 15
Day 5
Page 6

Instructions to the teacher	Speaker	Item and Response Student:	C= Correct ✓= Incorrect 1 2 3 4 5 6 7
ITEM IV Say to him: WEEK 15 DAYS 3 (He has to change MY to YOUR.) 4 Clap your hands. Then say:	T: C: T: C:	TELL ME TO CLAP MY HANDS. CLAP YOUR HANDS. TELL ME TO TOUCH MY HEAD. TOUCH YOUR HEAD.	
ITEM V Say to him: WEEK 15 DAYS 4 5 Tell him your name. Then say: Tell him where it is. NOTE: Have him watch you put the ball somewhere before you tell him to ask you where it is.	T: C: T: C:	ASK ME WHAT MY NAME IS. WHAT'S YOUR NAME? ASK ME WHERE THE BALL IS. WHERE'S THE BALL?	
ITEM VI. Show him a picture. Say: WEEK 15 DAYS 4 5 Answer him. Then show him another picture and say again: Again, answer the question.	T: C: T: C:	ASK ME WHO THIS IS. WHO IS THAT? ASK ME WHO THIS IS. WHO IS THAT?	

Year 2
Week 15
Day 5
Page 7

Instructions to the teacher	Speaker	Item and Response Student:	C= Correct ✓= Incorrect 1 2 3 4 5 6 7
ITEM VII. Give the child a toy car and take one for yourself. Say to him:	T:	ASK ME WHOSE CAR [THIS / THAT] IS.	
WEEK 15 DAYS 4 5	C:	WHOSE CAR IS [THIS / THAT] ?	
Answer the question. Then say:	T:	ASK ME WHICH CAR IS [RED / BLUE / ETC.] .	
	C:	WHICH CAR IS RED (BLUE, ETC.)?	
ITEM VIII. Say to the child:	T:	TELL ME WHAT YOUR NAME IS.	
	C:	MY NAME IS (NAME).	
Say to him:	T:	TELL ME WHERE THE BALL IS.	
	C:	THE BALL IS [ON THE TABLE. / IN THE BOX. / ETC.]	
ITEM IX. Show the child his mother's picture. Say:	T:	TELL ME WHO THIS IS.	
WEEK 15 Day 5	C:	THAT'S MY MOTHER.	
Point to his car and say:	T:	TELL ME WHOSE CAR THAT IS.	
	C:	THAT'S MY CAR.	
Say:	T:	TELL ME WHICH CAR IS RED (BLUE, ETC.)	
He points and says:	C:	THAT CAR IS RED (BLUE, ETC.)	

ENGLISH COMPONENT
YEAR II
WEEK 16

RECEIVED
JAN 19 1972
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E.R.I.C.

OBJECTIVES

REVIEW: 1. NP + WANT + Sentence
eg: "Who wants to be the Wolf?"

2. " [this one" / that]
" the other one"

3. Indirect discourse with WHERE, WHICH, WHAT, WHO, WHOSE.

a. Statement type: Tell _____ [WHERE / WHOSE / WHICH / WHO / ETC] .....

b. Interrogative type: Ask _____ [WHO / WHERE / ETC.]

NEW: 1. Questions with question embedded:
eg : Will you tell us [WHO / WHERE / WHAT] ....?

2. WHO REMEMBERS?

3. NEW VOCABULARY:

Verbs: HIDE, CHASE, CUT-OPEN.
Nouns: Woodcutter, grandmother, ax, wolf, woods, basket, "little lady", business, pajamas, voice.
Prepositions: Through

MATERIALS NEEDED: Day 2: Small balls in a different colors, 1 red box, 1 blue box.
Day 3: Little Red Riding Hood, story book (Little Golden Books)
Day 4: Story book, Little Red Ridding Hood. Costume.
Day 5: Costume for the story of Little Red Ridding Hood.

Some suggestions:

Little Red Riding Hood	Basket and red sweater worn around the shoulders as a cape and a red scarf.
Big Bad Wolf:	A mask of a wolf's face cut out of brown construction paper.
Grandmother:	A nightgown, flannel;granny type. Shower cap for a night cap.
Woodcutter:	An ax - blade cut from stiff card board, stapled to wood handle.
Mother:	An apron
For Evaluation:	Toy cars, balls and boxes used in Day 2 lesson.

Year 2
Week 16
Day 1

REVIEW DAY

INDICATE THE NUMBER OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK.

Item 1 _____ Item 4 _____ Item _____

Item 2 _____ Item 5 _____ Item _____

Item 3 _____ Item 6 _____ Item _____

Which drills or exercises did you repeat on the basis of this evaluation?

List the patterns you reviewed and the activities you used for each.

Did the children who were having difficulties previously appear to understand better after the review?

REVIEW PATTERNS: Indirect discourse with: WHERE, WHOSE, WHICH, AND IMPERATIVE.
Sentence-type: Ask / ~~Tell~~ + NP + Sentence: [WHOSE... / WHERE / WHICH]

[This / That] one/the other one

Year 2
Week 16
Day 2
Page 1

NEW VOCABULARY OR FORMS: Hide

MATERIALS: Small balls of different colors.
One red box, one blue box (painted or covered with colored paper)
Book

PART I. REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Put two boxes on the table, one red,one blue. Give the children small balls, one per child, of different colors. Take a ball for yourself.		
DEMONSTRATE: Hold up your ball and say:	T:	THIS BALL IS MINE.
Point to a child's: ask the group:	T:	WHOSE IS THAT?
Model:	T:	Tell me: THAT'S (NAME)'S.
	GRP	THAT'S (NAME)'S.
Repeat this for each child's ball.		
Now ask a child, pointing to someone else's ball:	T:	IS THAT YOURS?
Model:	T:	Tell me: NO, IT'S [HIS. / HERS.]
	C:	NO, IT'S [HIS. / HERS.]

Year 2
Week 16
Day 2
Page 2

Instructions to the teacher	Speaker	Exchange
Point to several other balls and repeat the question.		
Then point to the child's ball; ask:	T:	IS THAT YOURS?
Model, if necessary:	T:	Tell me: YES, IT'S MINE.
Repeat these questions with each child.		
DEMONSTRATE:		
Go to the table. Hold up your ball and say:	T:	I'M GOING TO PUT MY BALL IN A BOX. WHICH BOX WILL I PUT MY BALL IN?
Hold up the ball over box #1; say: Point to the other box #2; say: Say, and then drop the ball into the first box.	T:	THIS ONE? OR THE OTHER ONE?
	T:	I'LL PUT IT IN THIS ONE.
Stand back from the table and say:	T:	WHICH BOX IS MY BALL IN?
Point to the second box; say:	T:	IS IT IN THAT ONE?
Point to the first box; say:	T:	OR THE OTHER ONE?
Go and look in the first box; say:	T:	IT'S IN THIS ONE.
Go back to the group and ask them:	T:	ASK ME WHICH BOX THE BALL IS IN.
Model:	T:	Ask me: WHICH BOX IS THE BALL IN?
	GRP	WHICH BOX IS THE BALL IN?

Instructions to the teacher	Speaker	Exchange
Point and respond:	T:	IT'S IN THAT ONE.
Now call on a child. Have him take his ball to the table. Model for him:		Tell them: I'M GOING TO PUT MY BALL IN A BOX.
	C:	I'M GOING TO PUT MY BALL IN A BOX.
Model for the group:	T:	Ask him: WHICH BOX WILL YOU PUT YOUR BALL IN?
	GRP	WHICH BOX WILL YOU PUT YOUR BALL IN?
Model for them (pointing):	T:	Ask him: WILL YOU PUT IT IN THAT ONE?
	GRP:	WILL YOU PUT IT IN THAT ONE?
Model (pointing):	T:	...OR THE OTHER ONE?
	GRP	...OR THE OTHER ONE?
Model for the child:	T:	Tell them: I'LL PUT IT IN THIS ONE.
	C:	I'LL PUT IT IN THIS ONE.
Have him return to the group; model for him:	T:	Tell them: ASK ME WHERE THE BALL IS.
	C:	ASK ME WHERE THE BALL IS.
Model for the group:	T:	Ask him: WHERE'S THE BALL?
	GRP	WHERE'S THE BALL?
Model (pointing):	T:	Ask him: IS IT IN THAT ONE? OR THE OTHER ONE?

Instructions to the teacher	Speaker	Exchange
	GRP	IS IT IN THAT ONE? OR THE OTHER ONE?
NOTE: The question marks are inserted to show that you should pause after "THAT ONE." Point to each box in turn.		
Have the child point to the correct box:	C:	IT'S IN THAT ONE.
Repeat this drill with every child playing teacher.		
Now have the children put their balls on the table in a line. Go through the following quick drill:		
Ask one child (point to a ball):	T:	TELL ME WHOSE BALL THAT IS.
Model, if necessary:	T:	Tell me: THAT'S ...
	C:	THAT'S (NAME)'S.
Point to other balls and repeat the question.		
Repeat with every child.		
INTRODUCTION:		
DEMONSTRATE:		
Give everyone their balls again. Seat the children. Hold up your ball and say:	T:	I'M GOING TO HIDE THIS BALL. I'M GOING TO HIDE THIS BALL.

Year 2
Week 16
Day 2
Page 5

Instructions to the teacher	Speaker	Exchange
Go through the pantomime of hiding the ball behind your chair, saying:	T:	I'M GOING TO HIDE THE BALL...BEHIND MY CHAIR!
Bring the ball out again; hold it up and say:(Pantomime hiding it under a book)	T:	I'M GOING TO HIDE THE BALL... UNDER THE BOOK!
Repeat, hiding it in a box:	T:	I'M GOING TO HIDE THE BALL... IN THE BOX!
Now bring the ball out again and hold it up. Tell the group:	T:	NOW, CLOSE YOUR EYES. I'M GOING TO HIDE THE BALL.
Hide it; then say:	T:	NOW YOU CAN OPEN YOUR EYES.
	T:	ASK ME WHERE THE BALL IS.
Model if necessary:	T:	Ask me: WHERE'S THE BALL?
	GRP	WHERE'S THE BALL?
Name a number of places where the ball isn't.	T:	ASK ME IF THE BALL IS [UNDER THE SOFA / BEHIND THE DOOR / IN THE KITCHEN / IN THE BOX / UNDER THE TABLE / ETC.] .
Model this:	GRP	IS THE BALL [UNDER THE SOFA / BEHIND THE DOOR / IN THE KITCHEN / IN THE BOX / UNDER THE TABLE / ETC.] ?

Year 2
Week 16
Day 2
Page 6

Instructions to the teacher	Speaker	Exchange
	T:	NO, IT'S NOT. IT'S NOT UNDER THE [SOFA / BEHIND THE DOOR / IN THE KITCHEN / IN THE BOX / UNDER THE TABLE / ETC.]
Finally, let them guess the right answer:	T:	ASK ME IF THE BALL IS UNDER THE BOOK.
	GRP	IS THE BALL UNDER THE BOOK?
	T:	YES, IT IS. IT'S UNDER THE BOOK.
Now repeat this same drill with every child as teacher in turn. Here is the procedure:	T:	Tell them: CLOSE YOUR EYES. I'M GOING TO HIDE THE BALL.
	C:	CLOSE YOUR EYES. I'M GOING TO HIDE THE BALL.
After he hides it:	T:	Tell them: ASK ME WHERE THE BALL IS.
	C:	ASK ME WHERE THE BALL IS.
	GRP	WHERE'S THE BALL?
	T:	Tell them: ASK ME IF THE BALL IS [UNDER THE SOFA / IN THE BOX / ETC.] .
	C:	ASK ME IF THE BALL IS [UNDER THE SOFA / IN THE BOX / ETC.] .

Instructions to the teacher	Speaker	Exchange
	GRP	IS THE BALL [UNDER THE SOFA / IN THE BOX / ETC.] ?
	C:	NO, IT'S NOT. IT'S NOT [UNDER THE SOFA. / IN THE BOX / ETC.]
	T:	Tell them: ASK ME IF THE BALL IS BEHIND THE DOOR.
	C:	ASK ME IF THE BALL IS BEHIND THE DOOR.
	GRP	IS THE BALL BEHIND THE DOOR?
	C:	YES, IT IS. IT'S BEHIND THE DOOR.
Repeat this with every child.		

REVIEW PATTERNS: Indirect discourse with who, what, where.

NEW PATTERNS: Question form (indirect discourse)
Will you tell us [who this is? / where she's going? / what he has?]

Year 2
Week 16
Day 3
Page 1

NEW VOCABULARY OR FORMS: Woodcutter, grandmother; axe, wolf, woods, basket, lady, business.

MATERIALS: Little Red Riding Hood storybook (Little Golden Book)

PART I. REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
DEMONSTRATE Seat the children in a circle. Hold the book so that they can see the pictures. Introduce the story by pointing to the pictures and saying:	T:	I'LL TELL YOU WHO THIS IS. SHE'S THE MOTHER.
	T:	I'LL TELL YOU WHO THIS IS. SHE'S LITTLE RED RIDING HOOD.
	T:	I'LL TELL YOU [WHERE THEY LIVE. / THEY LIVE IN THIS HOUSE WHO THIS IS. HE'S THE BIG BAD WOLF! WHERE HE LIVES. HE LIVES IN THE WOODS.]
	T:	I'LL TELL YOU [WHERE SHE LIVES. SHE LIVES IN A HOUSE IN THE WOODS. WHO HE IS. HE'S THE WOODCUTTER.]

Instructions to the teacher	Speaker	Exchange
	T:	I'LL TELL YOU WHAT HE DOES. HE CUTS WOOD. WHAT HE HAS. HE HAS AN AXE.
Now stop and have a child retell the story so far. Model for the group (pointing to the pictures):	T:	Ask him: WILL YOU TELL US WHO THAT IS? WHO THAT IS? WHERE THEY LIVE? WHO THAT IS? WHERE HE LIVES? WHO THAT IS? WHERE SHE LIVES? WHO HE IS? WHAT HE HAS?
The child answers:	C:	SHE'S THE MOTHER. SHE'S LITTLE RED RIDING HOOD. THEY LIVE IN THAT HOUSE. HE'S THE BIG BAD WOLF. HE LIVES IN THE WOODS. SHE'S THE GRANDMOTHER. SHE LIVES IN A HOUSE IN THE WOODS. HE IS THE WOODCUTTER. HE CUTS WOOD. HE HAS AN AXE.
Have each child retell the story. Now continue as above.	T:	I'LL TELL YOU WHERE LITTLE RED RIDING HOOD IS GOING. SHE'S GOING TO HER GRANDMOTHER'S HOUSE.

Instructions to the teacher	Speaker	
	T:	I'LL TELL YOU WHAT HER MOTHER SAYS. "DON'T TALK TO STRANGERS!" WHAT LITTLE RED RIDING HOOD HAS. SHE HAS A BASKET OF CAKE AND FRUIT. WHERE SHE'S TAKING IT. SHE'S TAKING IT TO GRANDMOTHER. WHERE SHE'S WALKING. SHE'S WALKING INTO THE WOODS. WHO SHE SEES. SHE SEES THE BIG BAD WOLF! WHAT HE ASKS HER. "WHERE ARE YOU GOING, LITTLE LADY?" WHAT SHE SAYS. "I'M NOT GOING TO TELL YOU BIG BAD WOLF!" WHAT HE DOES. HE LOOKS IN HER BASKET. WHAT HE SEES. HE SEES THE CAKE FOR GRANDMOTHER. WHAT HE SAYS. "AHA! I'LL GO TO GRANDMOTHER'S HOUSE!"
Now stop and have each child retell the story as above.	GRP	WILL YOU TELL US...(etc)?
	C:	(GIVES ANSWERS AS ABOVE).

REVIEW PATTERNS: Indirect discourse with who, what, where
Indirect discourse with future: I'll tell you + Sentence
Will you tell us

Year 2
Week 16
Day 4
Page 1

NEW PATTERNS: Who remembers?

NEW VOCABULARY OR FORMS: Through, pajamas, voice, chase, cut open

MATERIALS: Little Red Riding Hood, Story book

PART I. REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Review yesterday's story. Use the questions from yesterday and the form "WHO REMEMBERS?"	T:	WHO REMEMBERS WHO THIS IS? WHO THIS IS? WHERE THEY LIVE? WHO THIS IS? WHERE HE LIVES? WHO THIS IS? WHERE SHE LIVES? WHO HE IS? WHAT HE HAS? WHERE LITTLE RED RIDING HOOD IS GOING? WHAT HER MOTHER SAID? WHAT LITTLE RED RIDING HOOD HAS? WHERE SHE'S TAKING IT? WHERE SHE'S WALKING?
	T:	WHO REMEMBERS WHO SHE SEES? WHAT HE ASKS HER? WHAT SHE SAYS? WHAT HE DOES? WHAT HE SEES? WHAT HE SAYS?

Instructions to the teacher	Speaker	Exchange
The responses should be group responses: (The other answers are in Day 3 lesson.) Now continue with the story:	GRP	SHE'S THE MOTHER. SHE'S LITTLE RED RIDING HOOD. ETC.
	T:	I'LL TELL YOU WHAT THE BIG BAD WOLF DOES. HE RUNS THROUGH THE WOODS TO GRANDMOTHER'S HOUSE. WHAT HE DOES. HE KNOCKS ON GRANDMOTHER'S DOOR. WHAT HE SAYS. "HULLO, GRANDMOTHER! THIS IS LITTLE RED RIDING HOOD. I'VE COME TO SEE YOU." WHAT GRANDMOTHER DOES. SHE OPENS THE DOOR. WHAT THE BIG BAD WOLF DOES. HE EATS HER!!
Stop; turn back to the first picture in this series and have each child retell the story. Set it up exactly as yesterday:	GRP	WILL YOU TELL US WHAT THE BIG BAD WOLF DOES? ETC.
	C:	(Gives answers).

Instructions to the teacher	Speaker	Exchange	
Continue, after each child has retold the story.	T:	I'LL TELL YOU	WHAT THE WOLF DOES NOW. HE PUTS ON GRANDMOTHER'S PAJAMAS. WHAT HE DOES. HE GETS INTO GRANDMOTHER''S BED. WHO COMES TO GRANDMOTHER'S HOUSE. LITTLE RED RIDING HOOD COMES TO GRANDMOTHER'S HOUSE. WHAT SHE DOES. SHE KNOCKS ON THE DOOR. WHAT THE BIG BAD WOLF SAYS: "COME IN, DEARIE." WHAT LITTLE RED RIDING HOOD SAYS: "WHAT A BIG VOICE YOU HAVE, GRANDMOTHER!"
	T:	I'LL TELL YOU	WHAT THE BIG BAD WOLF SAYS: "THE BETTER TO TALK TO YOU, DEARIE." WHAT LITTLE RED RIDING HOOD SAYS: "WHAT A BIG TEETH YOU HAVE, GRANDMOTHER!" WHAT THE BIG BAD WOLF SAYS: "THE BETTER TO EAT YOU WITH!"
Stop again; turn back to the first picture in this series and drill exactly as above, having each child retell the story.	GRP	WILL YOU TELL US WHAT THE WOLF DOES NOW? ETC.	

Instructions to the teacher	Speaker	Exchange
	G:	(Gives answers).
Continue.	I:	I'LL TELL YOU WHAT LITTLE RED RIDING HOOD SAYS: "OH, NO! YOU'RE NOT GRANDMOTHER! YOU'RE THE BIG BAD WOLF!" WHAT THE BIG BAD WOLF DOES. HE JUMPS OUT OF BED AND CHASES HER! WHO RUNS OUT OF THE HOUSE. LITTLE RED RIDING HOOD RUNS OUT OF THE HOUSE. WHO SHE SEES. SHE SEES THE WOODCUTTER. WHAT SHE SAYS: "HELP, HELP!!" WHAT HE DOES. HE CUTS THE WOLF OPEN WITH HIS AXE. WHO COMES OUT. GRANDMOTHER COMES OUT. WHAT SHE SAYS: "HOW NICE TO SEE YOU!" WHAT THEY DO. THEY HAVE A PARTY. WHAT THEY EAT. THEY EAT LITTLE RED RIDING HOOD'S CAKE.
	I:	I'LL TELL YOU

Year 2
Week 16
Day 4
Page 5

Instructions to the teacher	Speaker	Exchange
	T:	I'LL TELL YOU THEY'RE HAPPY!
Again, turn back to the first picture in this series and have each child retell the story	GRP	WILL YOU TELL US WHAT LITTLE RED RIDING HOOD SAYS? ETC.
	C:	(Gives answers).

REVIEW PATTERNS: Imperative: Tell + NP + S (Indirect discourse): Tell me who you are.
Want + S: Who wants to be the Mother?
Indirect discourse with who, what, where: Tell me who ... / what / where

Year 2
Week 16
Day 5
Page 1

MATERIALS: Little Red Riding Hood story book.
Costumes: basket

PART I. REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Today the children will act out the story of Little Red Riding Hood. (Use a chair to mark Little Red Riding Hood's house, and use the sofa as Grandmother's bed.)		
	T:	LET'S PLAY A GAME. LET'S PLAY LITTLE RED RIDING HOOD.
	T:	WHO WANTS TO BE [THE MOTHER / LITTLE RED RIDING HOOD / THE WOLF / THE GRANDMOTHER / THE WOODCUTTER] ?
Once the parts are chosen, act out the story as follows: Here are the questions you will ask. The answers are given in parentheses. NOTE: Have the children answer in complete sentences. Ask each character:	T:	TELL ME WHO YOU ARE.
Ask the Wolf, then the Grandmother:	T:	TELL ME WHERE YOU LIVE.
Ask the Woodcutter:	T:	TELL ME WHAT YOU DO. (Cut wood) TELL ME WHAT YOU HAVE. (An ax)

Year 2
Week 16
Day 5
Page 2

Instructions to the teacher	Speaker	Exchange
Ask Little Red Riding Hood:	T:	TELL ME WHERE YOU'RE GOING.
Ask the Mother:	T:	TELL ME WHAT YOU SAY TO LITTLE RED RIDING HOOD. ("DON'T TALK TO STRANGERS!")
Ask Little Red Riding Hood:	T:	TELL ME [WHAT YOU HAVE. (A basket) WHERE YOU'RE TAKING IT. (To Grandmother) WHERE YOU'RE WALKING. (Into the woods) WHO YOU SEE. (The Big Bad Wolf)]
Ask the Wolf:	T:	TELL ME WHAT YOU SAY TO HER. ("WHERE ARE YOU GOING LITTLE LADY?")
Ask Little Red Riding Hood:	T:	TELL ME WHAT YOU SAY TO HIM. ("I'M NOT GOING TO TELL YOU.")
Ask the Wolf:	T:	TELL ME WHAT YOU [DO. (Look in her basket) SEE. (The cake for Grandmother) SAY. ("Aha!" I'll go to Grandmother's house!")]
Ask the Wolf:	T:	TELL ME WHAT YOU [DO. (Run through the woods to Grandmother's house.) DO. (Knock on Grandmother's door.) SAY. ("Hullo, Grandmother! This is Little Red Riding Hood. I've come to see you.")]
Ask the Grandmother:	T:	TELL ME WHAT YOU DO. (Open the door)
Ask the Wolf:	T:	TELL ME [WHAT YOU DO. (Eat her) WHAT YOU DO NOW. (Put on her pajamas)]

Instructions to the teacher	Speaker	Exchange
	T:	TELL ME WHAT YOU DO. (Get into her bed) WHO COMES TO GRANDMOTHER'S HOUSE. (Little Red Riding Hood.)
Ask Little Red Riding Hood:	T:	TELL ME WHAT YOU DO. (Knock on the door)
Ask the Wolf:	T:	TELL ME WHAT YOU SAY. (Come in, Dearie")
Ask Little Red Riding Hood:	T:	TELL ME WHAT YOU SAY. ("What a big voice you have Grandmother.")
Ask the Wolf:	T:	TELL ME WHAT YOU SAY. ("The better to talk to you, Dearie.")
Ask Little Red Riding Hood:	T:	TELL ME WHAT YOU SAY. ("What big teeth you have, Grandmother!)
Ask the Wolf:	T:	TELL ME WHAT YOU SAY. ("The better to eat you with")
Ask Little Red Riding Hood:	T:	TELL ME WHAT YOU SAY. ("Oh, no! You're not Grandmother! You're the Big Bad Wolf!")
Ask the Wolf:	T:	TELL ME WHAT YOU DO. (Jump out of bed and chase her.)
Ask Little Riding Hood:	T:	TELL ME WHAT YOU DO. (Run out of the house) WHO YOU SEE. (The woodcutter) WHAT YOU SAY. ("help, help!")
Ask the Woodcutter:	T:	TELL ME WHAT YOU DO. (Cut the wolf open with the ax.) WHO COMES OUT. (Grandmother)
Ask Grandmother:	T:	TELL ME WHAT YOU SAY. ("How nice to see you!")
Ask them all:	T:	TELL ME WHAT YOU DO. ("Have a party!") WHAT YOU EAT. (Little Red Riding Hood's cake.)

Year 2
Week 16
Day 5
Page 4

Instructions to the teacher	Speaker	Exchange
NOTE: Model speeches for children wherever necessary. Be sure to model <u>Complete Sentences</u> If there is one child not helping to act out the story, address some of the questions to him. Change characters and repeat the story several times.		

PART II

Year 2
Week 16
Day 5
Page 5

The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which children have had difficulty.

Instructions to the teacher	Speaker	Item and Response Student:	C = Correct ✓ = Incorrect 1 2 3 4 5 6 7
ITEM I Comprehension: Give the child a ball and say: WEEK 16 DAY 2 Close your eyes; wait; then ask:	T:	I'LL CLOSE MY EYES. YOU HIDE THE BALL.	
	T:	CAN I OPEN MY EYES?	
	C:	YES.	
	T:	WHERE'S THE BALL?	
	C:	IT'S IN THE BOX. BEHIND THE CHAIR. ETC.	
ITEM 2 Put two boxes on the table, one red one blue. Put the ball in the red box. Stand back and point to the red box. Ask: WEEK 16 DAY 2 Continue to point to the red box.	T:	WHICH BOX IS THE BALL IN? THAT ONE, OR THE OTHER ONE?	
	C:	THAT ONE.	
Now put it in the blue box. Point to the red and ask:	T:	WHICH BOX IS THE BALL IN? THAT ONE, OR THE OTHER ONE?	
Continue to point to red box.	C:	THE OTHER ONE.	
ITEM III Give the child 4 cars: 2 red, 2 green. Take 2 red cars and 2 blue. Ask: WEEK 16 DAY 2	T:	DO YOU HAVE ANY RED CARS?	
	C:	YES, I DO.	
	T:	ASK ME IF I HAVE ANY RED CARS.	
	C:	DO YOU HAVE ANY RED CARS?	
	T:	YES, I DO. I HAVE SOME. ASK ME IF I HAVE ANY GREEN CARS.	
	C:	DO YOU HAVE ANY GREEN CARS?	
	T:	NO, I DON'T. I DON'T HAVE ANY.	

Year 2
Week 16
Day 5
Page 6

Instructions to the teacher		Speaker	Item and Response Student:	C = Correct ✓ = Incorrect 1 2 3 4 5 6 7
ITEM IV WEEK 15 DAY 2 WEEK 16	Show the child the ball and the boxes. Say:	T:	I'M GOING TO PUT THE BALL IN A BOX.	
	Do so; then say:	T:	ASK ME WHICH BOX THE BALL IS IN.	
		C:	WHICH BOX IS THE BALL IN?	
		T:	IT'S IN THE [RED / BLUE] ONE.	
ITEM V WEEK 15 WEEK 16 DAY 2	Give the child some cars and yourself some. Point to his and ask.	T:	WHOSE CARS ARE THOSE?	
		C:	(THEY'RE) MINE.	
	Point to yours and ask:	T:	WHOSE CARS ARE THESE?	
		C:	THEY'RE YOURS.	
ITEM VI WEEK 15 WEEK 16 DAY 2	Point to your cars and ask:	T:	ASK ME WHOSE CARS THOSE ARE.	
		C:	WHOSE CARS ARE THOSE?	
		T:	THEY'RE MINE.	

Year 2
Week 16
Day 5
Page 7

Instructions totthe teacher	Speaker	Item and Response Student:	C= Correct ✓= Incorrect 1 2 3 4 5 6 7
ITEM VII Show the child various pictures WEEK 16 from the story and ask DAYS 3 questions about them. 4	T:	WILL YOU TELL ME WHO THIS IS? (For each character)	
Be sure you ask who the Woodcutter is. Point to his ax and ask:	T:	WILL YOU TELL ME WHAT HE HAS?	
Ask other questions with the same form.			
ITEM VIII Again, show pictures. This time WEEK 16 say, "TELL ME." Ask at least DAY 5 these three questions.	T:	TELL ME WHERE SHE'S GOING.	
	C:	SHE'S GOING TO GRANDMOTHER'S HOUSE.	
	T:	TELL ME WHO SHE SEES.	
	C:	SHE SEES THE BIG BAD WOLF.	
	T:	TELL ME WHAT HE ASKS HER.	
	C:	"WHERE ARE YOU GOING, LITTLE LADY?"	

ENGLISH COMPONENT:
YEAR II
WEEK 17

OBJECTIVES

REVIEW PATTERNS:

1) Sentence coordination with "AND".
e.g. "There's a box on the floor and there's one on the floor".

2) Pronominalization of second mention of an item.
e.g., (See above)

3) Relative clause construction with ["that" / "who"] relative
e.g. "Give me the one that's on the floor".
"Show me the one who's standing".

4) Sentence embedded in infinitive clause.
e.g. "Paul wants to wear this shirt".

5) Indirect discourse
"If" when reporting Yes-No questions.
"Wh-question word" when reporting questions.
e.g. "He asked me where I put the car.

NEW PATTERNS: Relative clauses with "that" as object of embedded sentence.
"This is the shirt that Paul wants to wear."

NEW VOCABULARY: Names of articles of clothing:
Pajamas, nightgown, shirt, jacket, skirt,
pants, sweater, shorts, dress, blouse
jumper, playsuit, cap, bonnet.

REVIEW DAY

Year 2
Week 17
Day 1
Page 1

INDICATE THE NUMBER OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK:

Item 1 ____ Item 4 ____ Items 7 ____

Item 2 ____ Item 5 ____ Item 8 ____

Item 3 ____ Item 6 ____ Item 9 ____

Which drills or exercises did you repeat on the basis of this evaluation?

List the patterns you reviewed and the activities you used for each:

Did the children who were having difficulties previously appear to understand better after the review?

REVIEW PATTERNS: Co-ordination of sentences with and:
There's a box on the table and there's one on the floor.
Pronominalization of second mention of an item:
There's a box on the table and there's one on the floor.

Year 2
Week 17
Day 2
Page 1

NEW PATTERNS: Relative clause construction with that:
Give me the one that's on the floor.
Relative clause construction with who:
Show me the one who's standing.

MATERIALS: Small objects: box, book, ball, crayon, pencil, car, truck (at least 2 of each),
H-M pictures 280, 119, 121, 135, 136, 114, 115, 112, 138, 142.

I. REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Pair by pair, place the objects listed above on various surfaces around the room. (e.g., a pencil on the floor and another pencil on the table; next, a ball on the chair and another on the sofa; etc.) Each time, after placing the objects, say to the children as you point at first one object, and then at the other in order of mention.	T:	THERE'S A [PENCIL / CRAYON / BOX / BALL / BOOK / CAR / TRUCK] ON THE [FLOOR / TABLE / SOFA / CHAIR] AND A [PENCIL / CRAYON / BOX / BALL / BOOK / CAR / TRUCK] ON THE [TA / SO / CH / FL]
Then say to one of the children (a different child each time):	T:	GIVE ME THE ONE <u>THAT'S</u> ON THE [FLOOR. / TABLE / SOFA / CHAIR]
After drilling this enough so that the children seem to comprehend easily, let one of them play teacher.		

Year 2
Week 17
Day 2
Page 2

Instructions to the teacher	Speaker	Exchange
Tell him:	T:	(NAME), PUT A [PENCIL / CRAYON / BALL / BOX / BOOK / CAR / TRUCK] ON THE [FLOOR / TABLE / SOFA / CHAIR] AND A [PENCIL / CRAYON / BALL / BOX / BOOK / CAR / TRUCK] ON THE [TABLE. / SOFA / CHAIR / FLOOR]
After he does so, say to him: Break the sentence into 2 halves at the 'and' conjunction as you model.	T:	Tell them: THERE'S A [PENCIL / CRAYON / BALL / BOX / BOOK / CAR / TRUCK] ON THE [FLOOR / TABLE / SOFA / CHAIR] AND A [PENCIL / CRAYON / BALL / BOX / BOOK / CAR / TRUCK] ON THE [FLOO / SOFA / CHAI / FLOO
	C:	THERE'S A [PENCIL / CRAYON / BALL / ETC.] ON THE [FLOOR / SOFA / CHAIR / TABLE] AND A [PENCIL / CRAYON / BALL / ETC.] ON THE [TABLE. / SOFA / CHAIR / FLOOR]
Model for him:	T:	Tell them: SHOW ME THE ONE THAT'S ON THE [FLOOR. / TABLE / CHAIR / SOFA]
	C:	SHOW ME THE ONE THAT'S ON THE [FLOOR. / TABLE / CHAIR / SOFA]
Have the group point; model for them:	T:	Tell him: THIS IS THE ONE THAT'S ON THE [TABLE. / FLOOR / CHAIR / SOFA]

Instructions to the teacher	Speaker	Exchange
	GRP	THIS IS THE ONE THAT'S ON THE [TABLE. / FLOOR / CHAIR / SOFA]
Repeat this with every child playing teacher. II. REINFORCEMENT Use H-M pictures 280, 119, 121, 135, 136, 114, 115, 112, 138, 142. DEMONSTRATE: Show two pictures at a time and say:	T:	THIS BOY IS [STANDING / OPENING THE DOOR / EATING / WALKING / OPENING THE BOX / JUMPING] AND THIS BOY IS [RUNNING / OPENING THE WINDOW / DRINKING / RUNNING / CLOSING THE BOX]
NOTE: These need not be in the pairs stated above (except for 280, which has two pictures). Say to a child (a different child each time):	T:	SHOW ME THE ONE WHO'S [STANDING / RUNNING / EATING / OPENING THE DOOR / WALKING / ETC.]

Instructions to the teacher	Speaker	Exchange
Now let each child play teacher, as above. Let him select 2 pictures. Model:	T:	Tell them: THIS BOY IS [RUNNING. / OPENING THE DOOR / EATING / WALKING / OPENING THE BOX / JUMPING] AND THIS BOY IS [STANDING / OPENING THE WINDOW / DRINKING / RUNNING / CLOSING THE BOX / RUNNING]
	C:	THIS BOY IS [RUNNING / OPENING THE DOOR / ETC.] AND THIS BOY IS [STANDING / OPENING THE WINI / ETC.]
Model for him:	T:	Tell them: SHOW ME THE ONE WHO'S [RUNNING. / EATING / ETC.]
	C:	SHOW ME THE ONE WHO'S [RUNNING. / EATING / ETC.]
Have the group point; model for them:	T:	HE'S THE ONE WHO'S [RUNNING. / EATING / ETC.]
	GRP	HE'S THE ONE WHO'S [RUNNING. / EATING / ETC.]

ENGLISH COMPONENT
Week 17
Year 2
Day 3
Page 1

REVIEW PATTERNS: Nominalized possessives: Name + 's
Relative clause constructions with that, who:
(1) Show me the skirt that's Anita's
(2) Show me the one who's wearing a dress
Want + S: He wants to wear shorts.

NEW PATTERNS: None

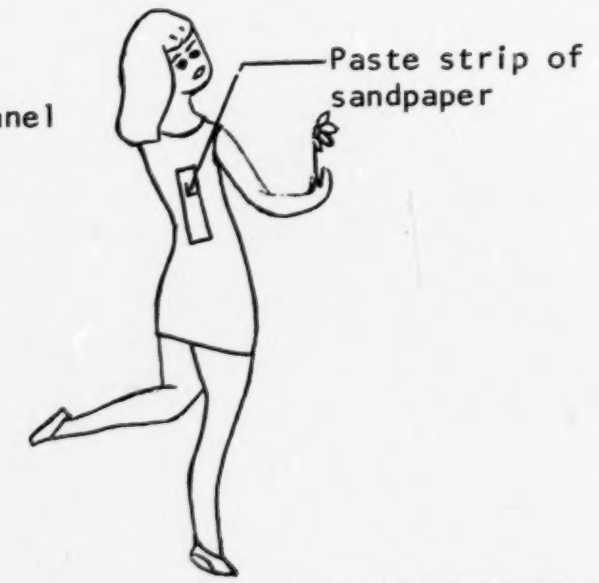
NEW VOCABULARY: Names of articles of clothing: pajamas, nightgown, shirt, jacket, suit, pants, sweater, skirt, dress, blouse, jumper, shorts, playsuit, cap, bonnet.

MATERIALS: Paper dolls: 2 boy dolls and clothes, 2 girl dolls and clothes. Have all dolls and clothes already cut out. Following directions in lesson plan, paste a flannel playsuit on each doll; then paste a strip of sandpaper on the back of the doll and on the back of each garment.
Flannel board and pointer

I. REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
DEMONSTRATE: Teach the names of garments in the usual way. Hold up a garment and say:	T:	THIS IS A / THESE ARE — SHIRT, PAJAMAS, NIGHTGOWN, SHORTS, DRESS, BLOUSE, JUMPER, PLAYSUIT, CAP, BONNET, JACKET, SUIT, PANTS, SWEATER, SKIRT
	T:	Repeat, please: THAT'S A / THOSE ARE — SHIRT. / SHORTS / DRESS / ETC.

Instructions to the teacher	Speaker	Exchange
	GRP	[THAT'S A / THOSE ARE] [SHORT / SHORTS / DRESS / JUMPER / ETC.]
Drill thoroughly. Then ask each child in turn:	T:	(NAME), WHAT ARE YOU WEARING?
Model:	T:	Tell me: I'M WEARING [A SHIRT. / PANTS / A DRESS / ETC.]
	C:	I'M WEARING [A SHIRT / PANTS / A DRESS / ETC.]
	T:	WHAT ELSE ARE YOU WEARING?
	C:	I'M WEARING [A SWEATER. / A BLOUSE / ETC.]
When he has named everything he is wearing, ask the group:	T:	WHAT IS (NAME) WEARING?
	GRP	HE'S WEARING A [SHIRT. / PANTS / ETC.] / SHE'S
Continue asking "WHAT ELSE IS HE/SHE WEARING?" until the group has named everything that the child is wearing.		

Instructions to the teacher	Speaker	Exchange
Now use the paper dolls. Here are the instructions for preparing them for flannel board use: BACK OF DOLL CLOTHES		 FRONT OF PAPER DOLL  BACK OF PAPER DOLL
Place the dolls on the flannel board, each with all his clothes arranged around him. Names for the dolls: Paul, Benjy , Sarah, Anita. DEMONSTRATE: Using a pointer, say:	T:	THAT'S BENJY. THAT'S PAUL. THAT'S ANITA. THAT'S SARAH.

Instructions to the teacher	Speaker	Exchange
	T:	[THAT'S / THOSE ARE] [SARAH'S / ANITA'S / PAUL'S] [DRESS / BLOUSE / SUIT / JACKET / PANTS / PAJAMAS / ETC.]
Now elicit group responses: Point to one of the garments and say:	T:	Tell me: [THAT'S ... / THOSE ARE]
If necessary, help them say:	GRP	[THAT'S / THOSE ARE] [ANITA'S / PAUL'S / SARAH'S / BENJY'S] [DRESS / SHORTS / PAJAMAS / PLAYSUIT / ETC.]
Now dress the two girls differently and the two boys differently. (Let the children help decide what the dolls are to wear.)	T:	WHAT DOES (NAME) WANT TO WEAR?
	GRP	[HE / SHE] WANTS TO WEAR [PANTS / A DRESS / PAJAMAS / ETC.].
When they are dressed, point to the two girls:	T:	ANITA IS WEARING [A DRESS / PAJAMAS / A NIGHTGOWN / ETC] AND SARAH IS WEARING [SHORTS / A SKIRT / ETC.]

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Year 2
Week 17
Day 3
Page 5

Instructions to the teacher	Speaker	Exchange
	T:	SHOW ME THE ONE WHO'S WEARING [A DRESS. / SHORTS / A SWEATER / ETC.]
Have them point; model:	T:	Tell me: THAT'S THE ONE WHO'S WEARING [A DRESS. / SHORTS / PAJAMAS / A SKIRT / ETC.]
	GRP	THAT'S THE ONE WHO'S WEARING [A DRESS. / SHORTS / PAJAMAS / A SKIRT / ETC.]
Point to the two boys and repeat, substituting names of boys' clothes. Change the dolls' clothes several times and repeat the above drills.		

REVIEW PATTERNS: Want + S; Paul wants to wear pajamas.

ENGLISH COMPONENT
Year 2
Week 17
Day 4
Page 1

NEW PATTERNS: Relative clause constructions with that as object of clause verb.
E.g., "This is the shirt that Paul wants to wear."
"This is the girl that I dressed."

MATERIALS: Paper dolls: 2 boys, 2 girls, and clothes for each.
Flannel board and pointer

I. REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
DEMONSTRATE: Place the 4 dolls on the flannel board. Hold up a garment for each and say: Put the garment on the doll as you name it.	T:	WHAT DO THE DOLLS WANT TO WEAR? BENJY WANTS TO WEAR PAJAMAS. PAUL WANTS TO WEAR A SUIT. SARAH WANTS TO WEAR A DRESS. ANITA WANTS TO WEAR A PLAYSUIT.
Then point to each doll and say:	T:	THESE ARE THE PAJAMAS THAT BENJY IS WEARING. THIS IS THE SUIT THAT PAUL IS WEARING. THIS IS THE DRESS THAT SARAH IS WEARING. THIS IS THE PLAYSUIT THAT ANITA IS WEARING.
Undress the dolls; ask the group:	T:	NOW WHAT DO THE DOLLS WANT TO WEAR?
As they name garments, put the garments on the flannel board next to the dolls. Then call on a child and say:	T:	SHOW ME THE [NIGHTGOWN / PAJAMAS / SHIRT / DRESS / ETC.] THAT [ANITA / PAUL / BENJY / SARAH] WANTS TO WEAR.
As he points, model:	T:	Tell me: [THAT'S / THOSE ARE] THE [NIGHTGOWNS / PAJAMAS / SHIRT / ETC.] THAT [ANITA / PAUL / BENJY / ETC.] WANTS TO WEAR.

Instructions to the teacher	Speaker	Exchange
	C:	[THAT'S / THOSE ARE] THE [NIGHTGOWN / PAJAMAS / SHIRT / DRESS / ETC.] THAT [ANITA / PAUL / BENJY / SARAH] WANTS TO WEAR.
Say to the group:	T:	Repeat: [THAT'S / THOSE ARE] THE [NIGHTGOWN / PAJAMAS / SHIRT / DRESS / ETC.] THAT [ANITA / PAUL / BENJY / SARAH] WANTS TO WEAR.
	GRP	[THAT'S / THOSE ARE] THE [NIGHTGOWN / PAJAMAS / SHIRT / DRESS / ETC.] THAT [ANITA / PAUL / BENJY / SARAH] WANTS TO WEAR.
Call on every other child and repeat this drill.		
Next, dress the dolls. Call on each child and say:	T:	SHOW ME THE [DRESS / SUIT / ETC.] THAT (NAME) IS WEARING.
Model:	T:	Tell me: THAT'S THE [DRESS / SUIT / ETC.] THAT (NAME) IS WEARING.
	C:	THAT'S THE [DRESS / SUIT / ETC.] THAT (NAME) IS WEARING.

Instructions to the teacher	Speaker	Exchange
Say to the group:	T:	Repeat: THAT'S THE [DRESS / SUIT / ETC.] THAT (NAME) IS WEARING.
	GRP	THAT'S THE [DRESS / SUIT / ETC.] THAT (NAME) IS WEARING.
Repeat these two drills several times, first "THAT'S THE (garment) THAT (name) WANTS TO WEAR?" and then "THAT'S THE (garment) THAT (name) IS WEARING."		
II. REINFORCEMENT AND INTRODUCTION #2 DEMONSTRATE:		
Give one of the children a doll. Say:	T:	I'M GOING TO DRESS (NAME) AND YOU CAN DRESS (NAME).
After the dolls are dressed, say:	T:	SHOW ME THE [BOY / GIRL] THAT YOU DRESSED.
Model:	T:	Tell me: THIS IS THE [BOY / GIRL] THAT I DRESSED.
	C:	THIS IS THE [BOY / GIRL] THAT I DRESSED.
Say to the group:	T:	SHOW ME THE [BOY / GIRL] THAT [HE / SHE / I] DRESSED.

Instructions to the teacher	Speaker	Exchange
Model for them:	T:	Tell me: THAT'S THE [BOY / GIRL] THAT [HE / SHE / YOU] DRESSED.
	GRP	THAT'S THE [BOY / GIRL] THAT [HE / SHE / YOU] DRESSED.
NOTE: The form THAT is used here to refer to terms for human beings. We use THAT instead of WHOM, which is said to be more "correct", because THAT is the form that is most often found in actual speech. Repeat this drill with every child.		

REVIEW PATTERNS: Indirect discourse with if, where:
(1) Ask him if he needs a horse.
(2) Show me where you're going to put the horse.
Relative construction with that:
Show me the horse that he gave you.

ENGLISH COMPONENT
Year 2
Week 17
Day 5
Page 1

MATERIALS: Lotto game: animal Lotto or farmyard Lotto.

I. REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Give each child a Lotto card. Give out pieces (pictures of animals) during the following drill.		
Call one child to be teacher's helper. Say to him:	T:	ASK (NAME) IF [HE / SHE] NEEDS A HORSE.
Model, if necessary:	T:	Ask him: DO YOU NEED A HORSE?
	C#1	DO YOU NEED A HORSE?
	C#2	YES, I [NEED / DON'T NEED] A HORSE.
If he does, have child #1 give it to him. Then say to child #2:	T:	SHOW ME THE HORSE THAT [HE / SHE] GAVE YOU.
Model for child #2:	T:	Tell me: THIS IS THE HORSE THAT [HE / SHE] GAVE ME.
	C#2	THIS IS THE HORSE THAT [HE / SHE] GAVE ME.
Say to him:	T:	SHOW ME WHERE YOU'RE GOING TO PUT THE HORSE.
Model for him:	T:	Tell me: THIS IS WHERE I'M GOING TO PUT THE HORSE.
	C#2	THIS IS WHERE I'M GOING TO PUT THE HORSE.
Repeat this with every other child. Call on every other child to be teacher's helper. Repeat the drill many times. Use all the animal pictures in the game.	C#	

PART II. EVALUATION

Year 2
Week 17
Day 5
Page 2

The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

Instructions to the teacher	Speaker	Item and response Student:	C= Correct ✓= Incorrect 1 2 3 4 5 6 7
ITEM I. Using the Lotto game, take a card and give the child all the pieces WEEK 15 WEEK 17 Say to him: DAY 5	T: C:	ASK ME IF I NEED A COW. DO YOU NEED A COW?	
ITEM II. Take the piece the child gave you in ITEM I. Tell him: WEEK 15 WEEK 16 WEEK 17 DAY 5	T: C:	ASK ME WHERE I'M GOING TO PUT THE COW. WHERE ARE YOU GOING TO PUT THE COW?	
ITEM III. Test the child on the vocabulary for names of garments. Show him all the different garments and ask: WEEK 17 DAY 3	T: C:	WHAT'S THIS? WHAT ARE THESE? THAT'S / THOSE ARE + A DRESS / PAJAMAS / A NIGHTGOWN / A SUIT / SHORTS / A CAP / A JUMPER / PANTS / ETC.	

Year 2
Week 17
Day 5
Page 3

Instructions to the teacher	Speaker	Item and Response Student:	C = Correct ✓ = Incorrect 1 2 3 4 5 6 7
ITEM IV. WEEK 17 DAY 2 Put a ball on the table and a ball on a chair. Say: Child shows comprehension by bringing the correct ball.	T:	BRING ME THE BALL THAT'S ON THE CHAIR.	
ITEM V. WEEK 17 DAY 2 Show the child 2 of the H-M pictures. Say: Child shows comprehension by pointing to the correct picture.	T:	SHOW ME THE BOY WHO'S EATING.	
ITEM VI. WEEK 17 DAY 4 Use the paper dolls. Place the 2 girls on the flannel board; choose a dress for each one and say: Place the dresses beside the dolls. Say: Child shows comprehension by pointing to the correct dress.	T: T:	THIS IS THE DRESS THAT SARAH WANTS TO WEAR. THIS IS THE DRESS THAT ANITA WANTS TO WEAR. SHOW ME THE DRESS THAT SARAH WANTS TO WEAR.	

Year 2
Week 17
Day 5
Page 4

Instructions to the teacher	Speaker	Item and Response Student:	C = Correct ✓ = Incorrect 1 2 3 4 5 6 7
ITEM VII. Dress one of the boys and let the child dress the other. Put the dolls on the flannel board; say: Child shows comprehension by pointing to the correct doll.	T:	SHOW ME THE BOY THAT I DRESSED.	
ITEM VIII Put a toy car on the sofa and another toy car on the television. Say:	T:	SHOW ME THE CAR THAT'S ON THE TELEVISION.	
As he does so, say:	T:	Tell me: THAT'S THE CAR ...	
He should complete the statement:	C:	THAT'S THE CAR THAT'S ON THE TELEVISION.	
ITEM IX. Show the child 2 of the H-M Pictures. Say:	T:	SHOW ME THE BOY WHO'S WALKING.	
As he does so, say:	T:	Tell me: THAT'S THE BOY WHO'S WALKING.	
	C:	THAT'S THE BOY WHO'S WALKING.	

Year 2
Week 17
Day 5
Page 5

Instructions to the teacher	Speaker	Item and Response	Student:	C = Correct ✓ = Incorrect 1 2 3 4 5 6 7
ITEM X. Dress both the boy paper dolls in pajamas. Point to each, saying:	T:	THIS IS PAUL. THIS IS BENJAMIN.		
Say:	T:	SHOW ME THE PAJAMAS THAT PAUL IS WEARING.		
As he does so, say:	T:	Tell me: THOSE ARE THE PAJAMAS.		
	C:	THOSE ARE THE PAJAMAS THAT PAUL IS WEARING.		
ITEM XI. Dress one of the girl dolls and let the child dress the other. Put the dolls on the flannel board. Say:	T:	SHOW ME THE GIRL THAT YOU DRESSED.		
As he does so, say:	T:	Tell me: THAT'S THE GIRL...		
	C:	THAT'S THE GIRL THAT I DRESSED.		

ENGLISH COMPONENT
YEAR II
WEEK 18

OBJECTIVES

REVIEW:

1. Relative construction with that:
   a. This is the house that Jack built.
2. Nominalized possessives: yours, his, hers:
   a. I touched my head because [you / he / she] touched [yours. / his / hers]
3. Substitution of pronominalized form for second mention of item:
   a. I took [a crayon / some paper] because you took [one. / some]

NEW:

1. Why-questions:
   a. Why did you touch your head?
2. Conjunction of sentences with because:
   a. I touched my head because you touched yours.
3. Weather expressions:
   a. It's [cold / rainy / warm] today.
4. With in attributive construction:
   a. That's the man with big long legs.
5. Vocabulary: why, because, raincoat, umbrella, rainy,

MATERIALS:

Day 2: Flannel board, pointer, cutouts for "The House That Jack Built": Jack, house, cheese, rat, cat, dog, cow, girl, boy.

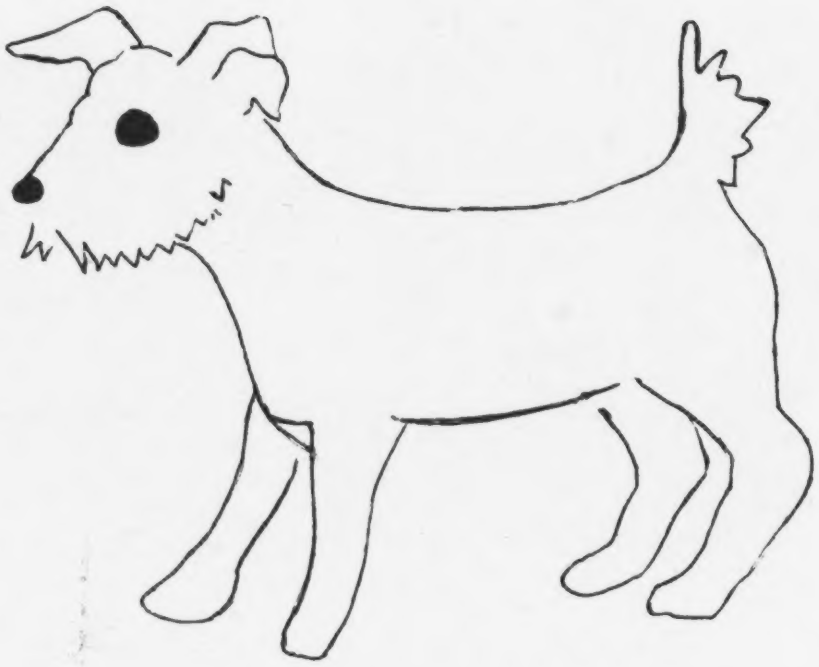
Day 3: Same as Day 2.

Day 4: Flannel board, pointer; weather cutouts: (1) cloud with raindrops falling from it, (2) sun half covered by cloud, (3) bright sun with sunbeams.
Girl paper doll and clothes: coat, raincoat, umbrella, playsuit.
Drawing paper, crayons, toy cars, trucks, boats, marbles, boxes, balls.

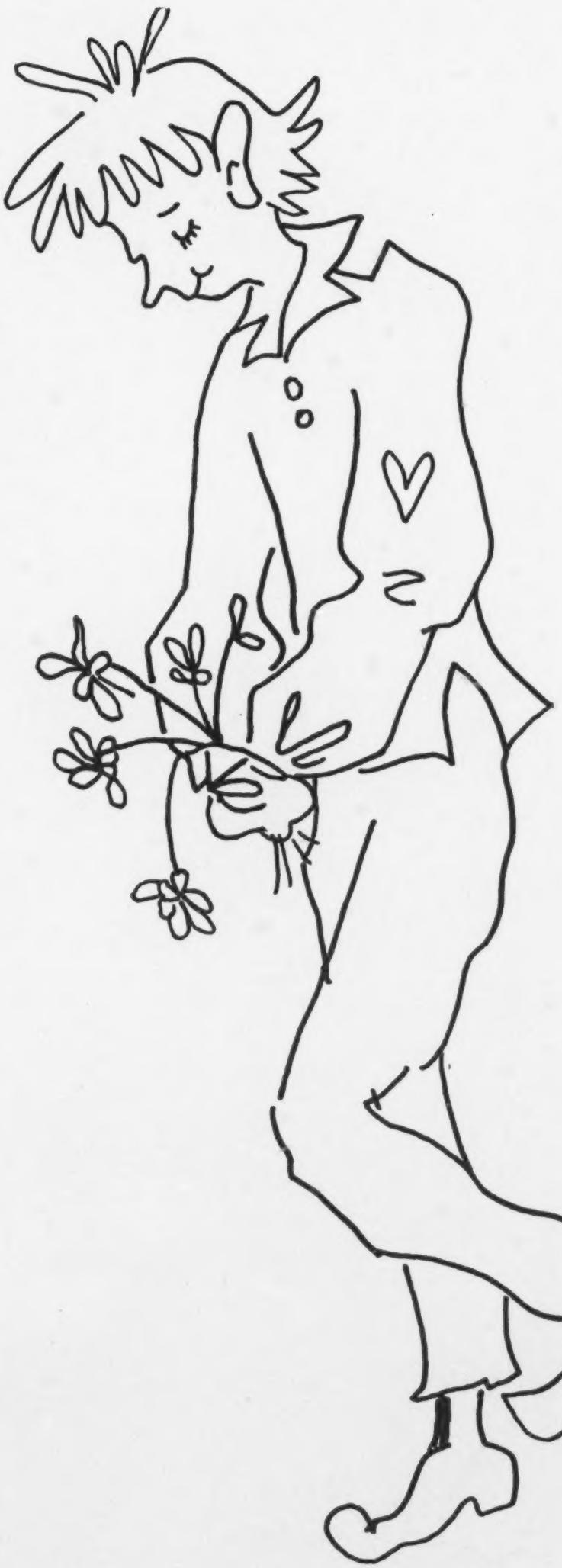
Day 5: Flannel board, pointer; cutouts for story about the 5 men (Juan his dog Fidel, man with big ears, man with big eyes, man with big nose, man with big mouth, man with long legs).

EVALUATION: Materials from Day 2, Day 4, Day 5; drawing paper, crayons.

THE MAIDEN



THE DOG



THE BOY

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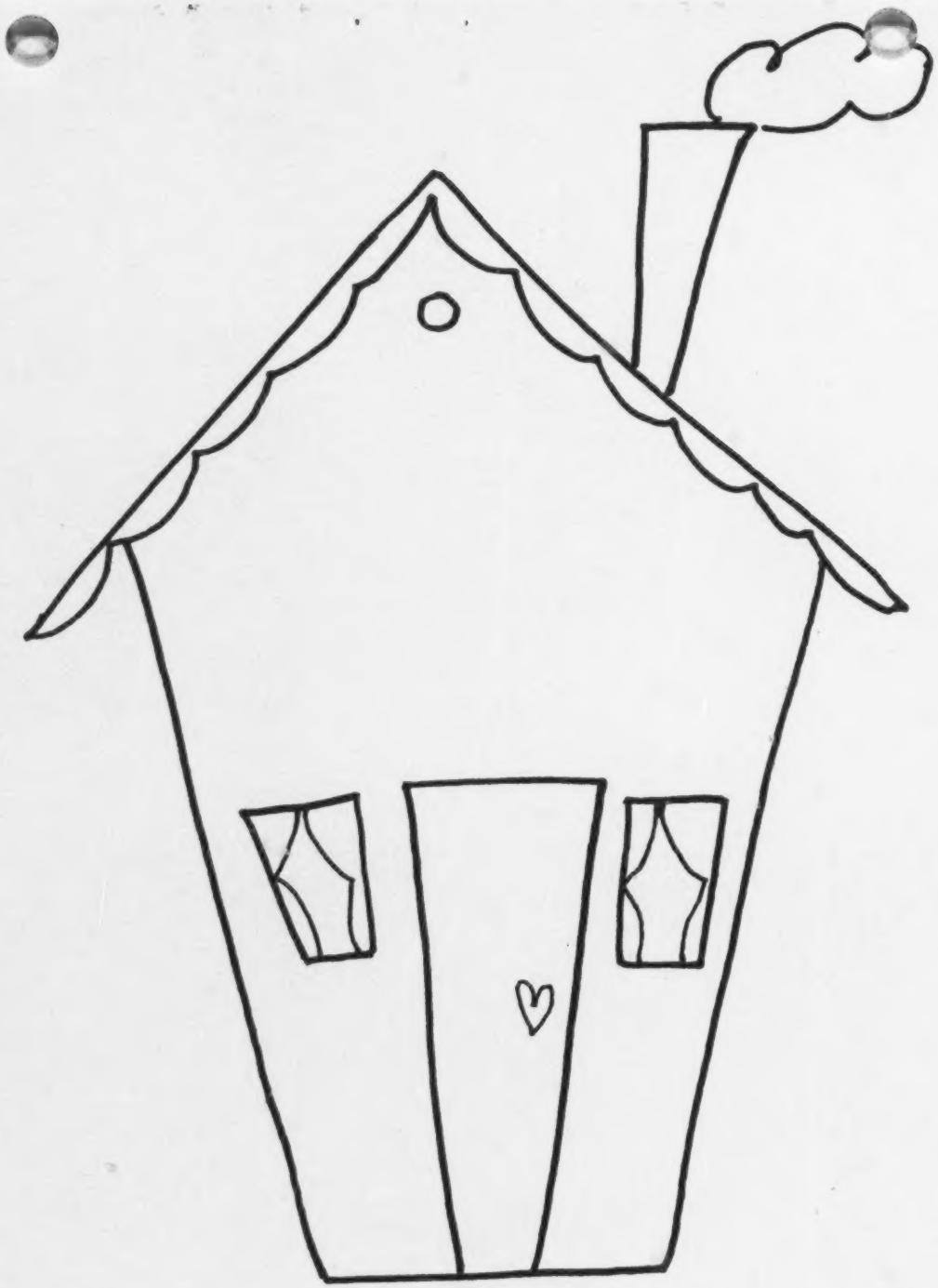


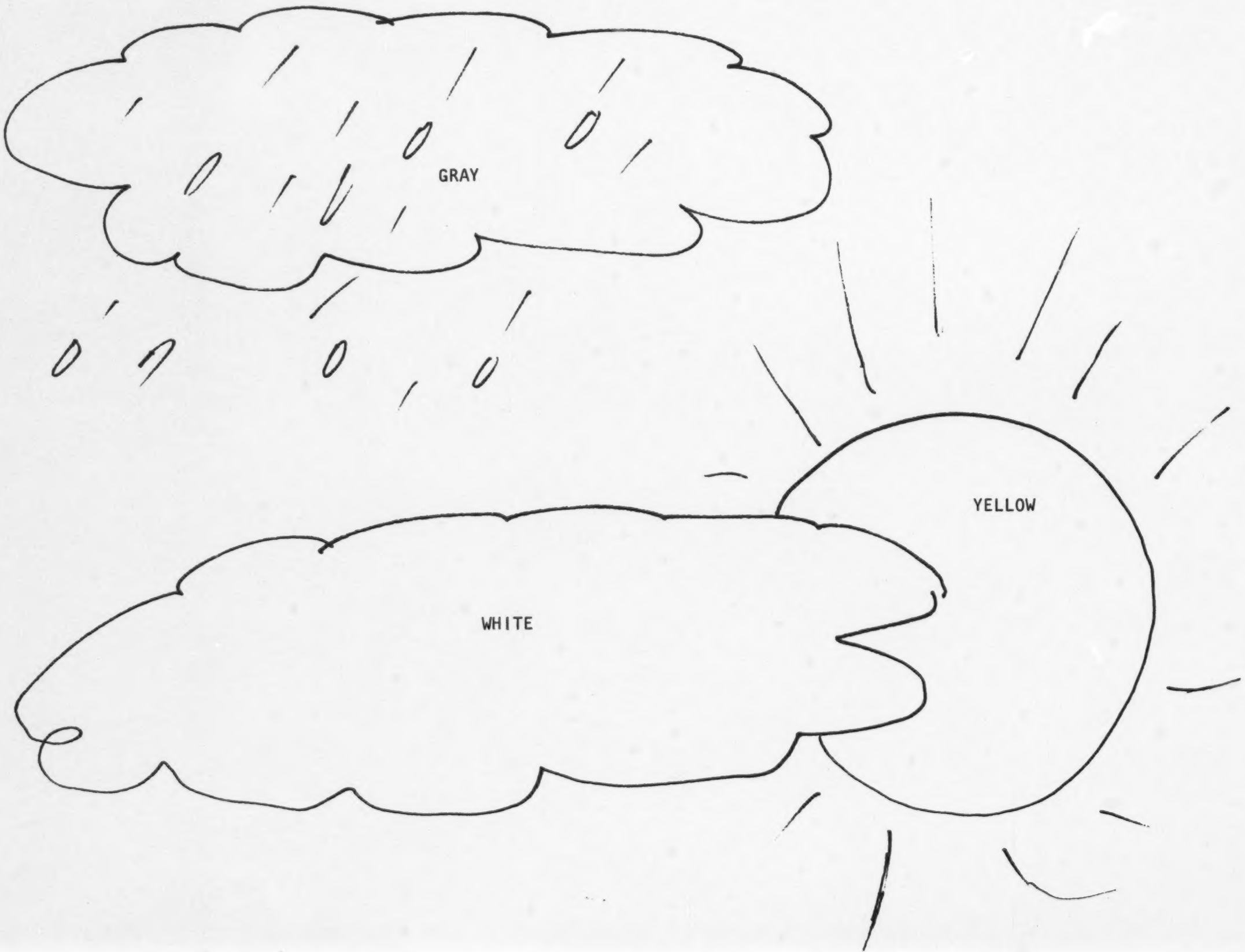
THE HOUSE

JACK

THE CAT

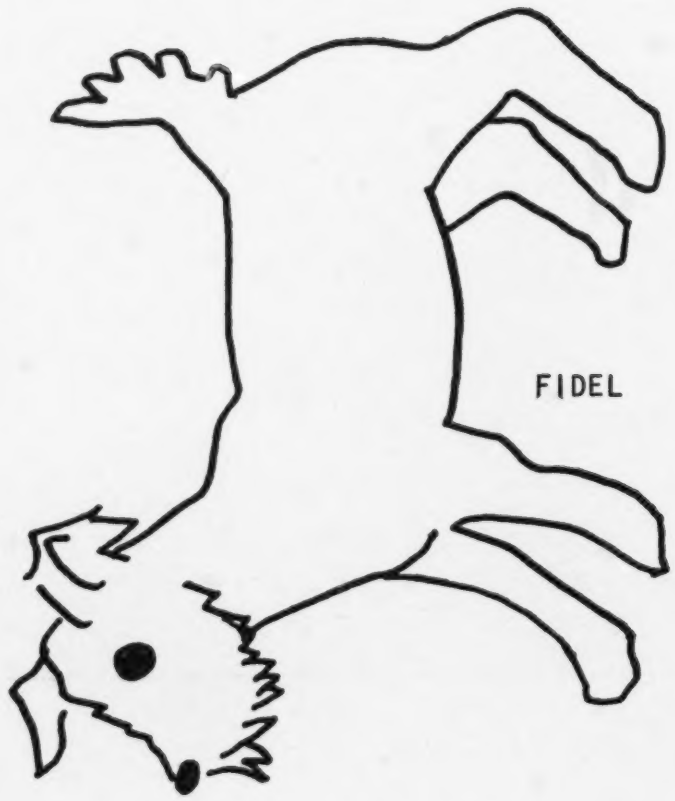
THE RAT

THE CHEESE

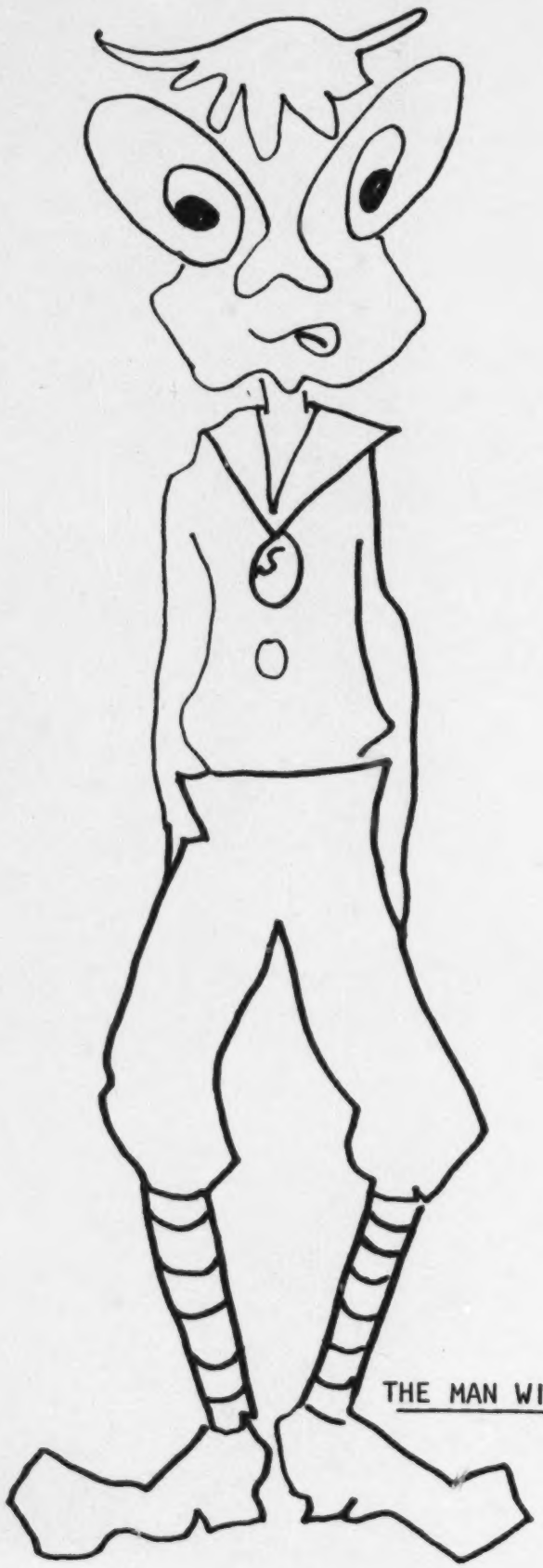

GRAY
YELLOW
WHITE

W/THE BIG NOSE

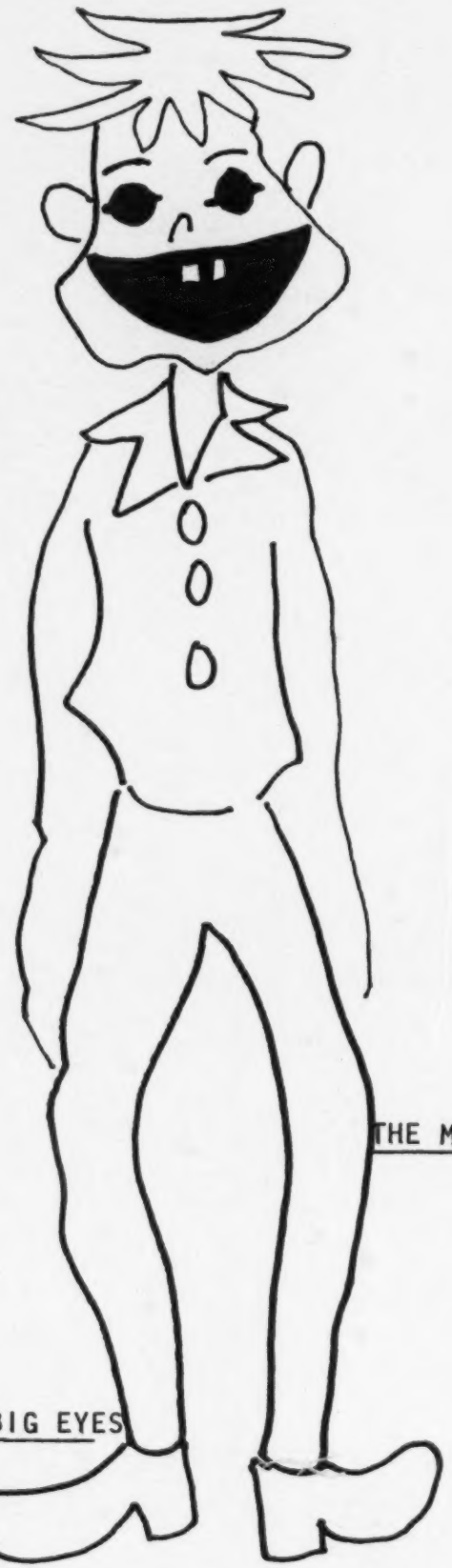
JUAN



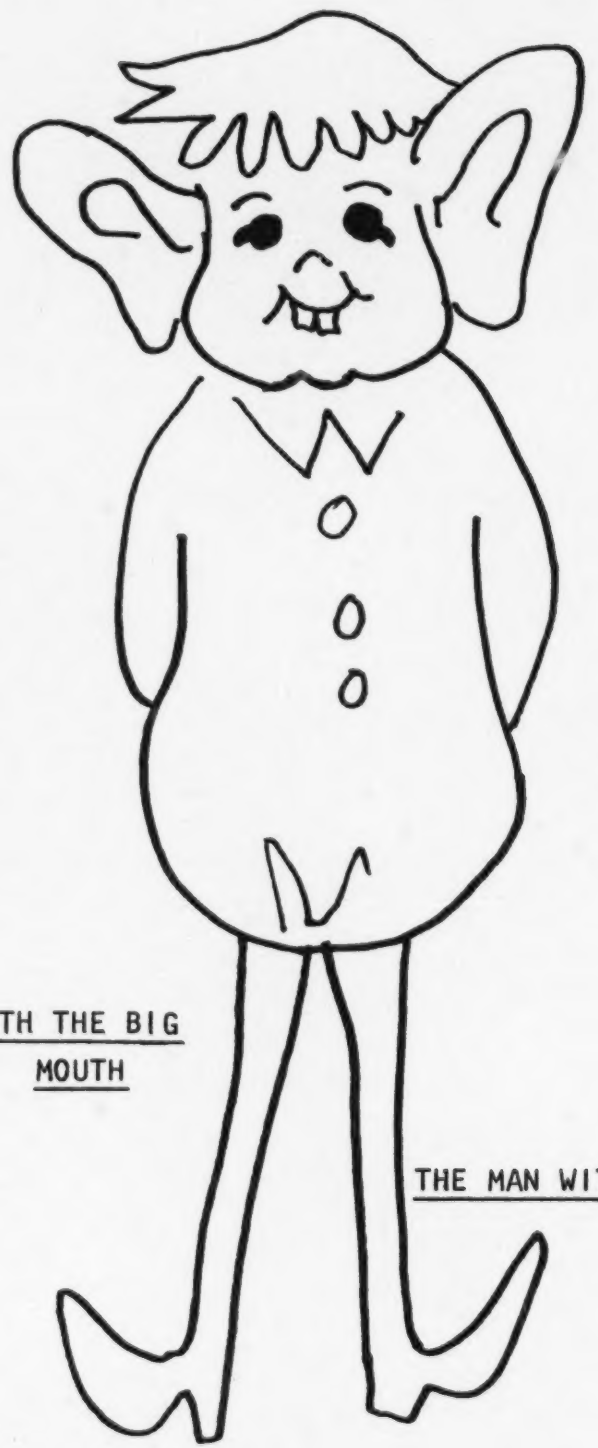
FIDEL



THE MAN WITH THE BIG EYES

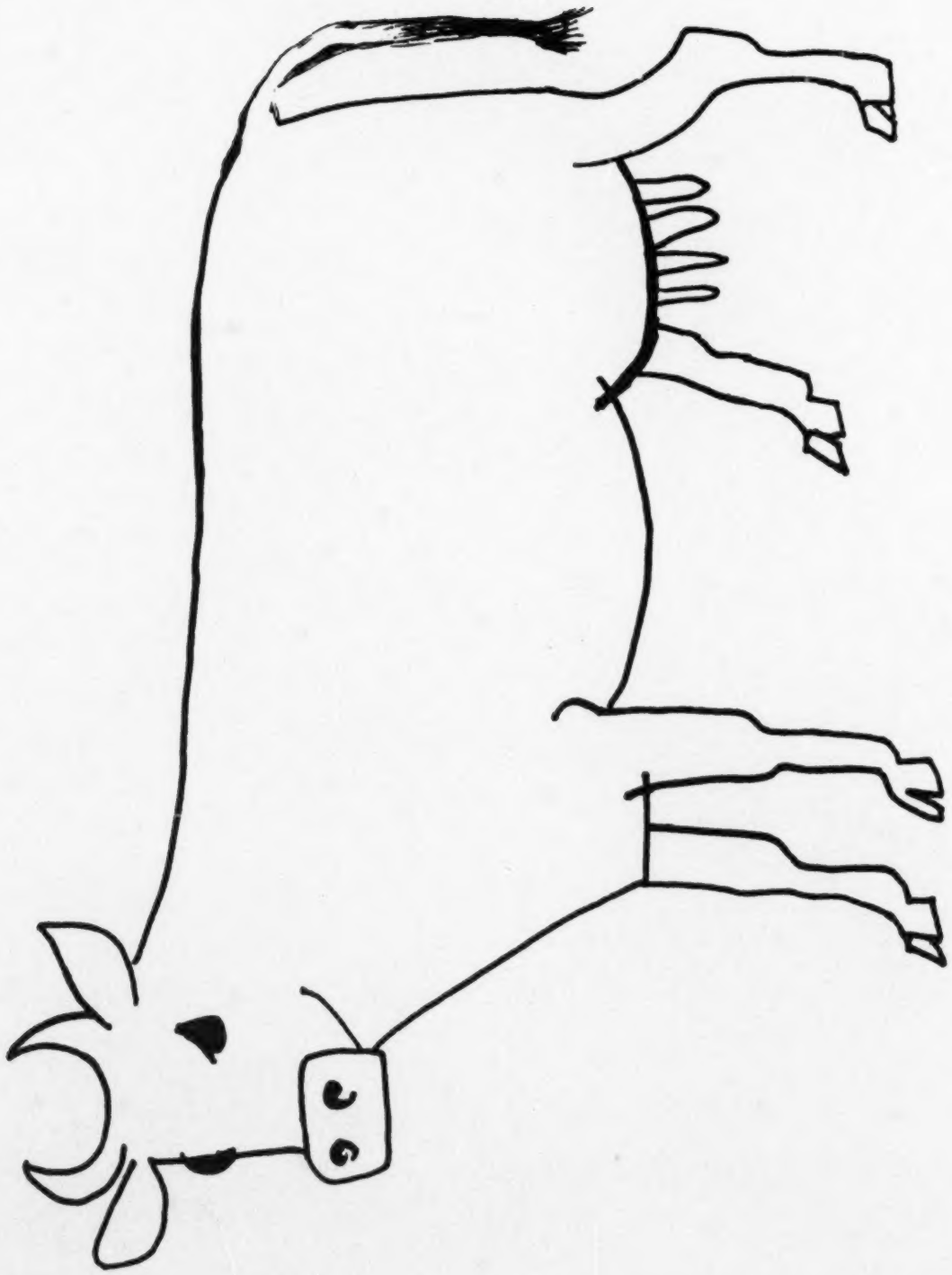


THE MAN WITH THE BIG MOUTH



THE MAN WITH THE BIG EARS

THE MAN WITH THE LONG LEGS



THE COW

REVIEW DAY

Year 2
Week 18
Day 1
Page 1

INDICATE THE NUMBER OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK:

Item 1 _____ Item 4 _____ Item 7 _____

Item 2 _____ Item 5 _____ Item 8 _____

Item 3 _____ Item 6 _____ Item 9 _____

Which drills or exercises did you repeat on the basis of this evaluation?

List the patterns you reviewed and the activities you used for each:

Did the children who were having difficulties previously appear to understand better after the review?

REVIEW PATTERNS: Relative clause construction with that:
This is the house that Jack built.

MATERIALS: Flannel board cutouts: "This is the House That Jack Built": Jack, house cheese, rat, cat, dog, cow, girl, boy.
Pointer for flannel board.

ENGLISH COMPONENT
Year 2
Week 18
Day 2
Page 1

Instructions to the teacher	Speaker	Exchange
DEMONSTRATE: Tell the story to the children, using the pointer. Place the cutouts on the board one by one as you come to them in the story. Put Jack at left of board. Put house next to Jack. Put cheese next to house, etc. NOTE: Use the pointer to point to each object every time you name it: for example, "THIS IS A RAT. HE LIVED IN THE HOUSE THAT JACK BUILT."	T:	THIS IS JACK. HE BUILT A HOUSE. THIS IS THE HOUSE THAT JACK BUILT. THIS IS SOME CHEESE. IT WAS IN THE HOUSE THAT JACK BUILT. THIS IS A RAT. HE LIVED IN THE HOUSE THAT JACK BUILT. HE ATE THE CHEESE THAT WAS IN THE HOUSE THAT JACK BUILT.
	T:	THIS IS A CAT. HE LIVED IN THE HOUSE THAT JACK BUILT. HE ATE THE RAT THAT ATE THE CHEESE THAT WAS IN THE HOUSE THAT JACK BUILT. THIS IS A DOG. HE ATE THE CAT THAT ATE THE RAT THAT ATE THE CHEESE THAT WAS IN THE HOUSE THAT JACK BUILT.

Instructions to the teacher	Speaker	Exchange
	T:	THIS IS A COW. HE KICKED THE DOG THAT ATE THE CAT THAT ATE THE RAT THAT ATE THE CHEESE THAT WAS IN THE HOUSE THAT JACK BUILT. THIS IS A GIRL. SHE MILKED THE COW THAT KICKED THE DOG THAT ATE THE CAT THAT ATE THE RAT THAT ATE THE CHEESE THAT WAS IN THE HOUSE THAT JACK BUILT. THIS IS A BOY. HE KISSED THE GIRL WHO MILKED THE COW THAT KICKED THE DOG THAT ATE THE CAT THAT ATE THE RAT THAT ATE THE CHEESE THAT WAS IN THE HOUSE THAT JACK BUILT.
NOTE: Of course, you will have to put a pause after each phrase: "THIS IS A COW. HE KICKED THE DOG/THAT ATE THE CAT/THAT ATE THE RAT/ etc." Now tell the story again. This time, have the children repeat each sentence after you. Break up the longer sentences as above: "HE ATE THE CAT/THAT ATE THE RAT/THAT ATE THE CHEESE/THAT WAS IN THE HOUSE/THAT JACK BUILT."	T:	THIS IS JACK. Repeat: THIS IS JACK.
	GRP	THIS IS JACK.
	T:	HE BUILT A HOUSE. Repeat: HE BUILT A HOUSE.

Instructions to the teacher	Speaker	Dialogue
	GRP	HE BUILT A HOUSE.
Next, either repeat the story again, having the children repeat it after you, or have a child tell it to the group with the group repeating it after him.		

REVIEW PATTERNS: Relative clause construction with that:
This is the house that Jack built.
Nominalized possessives: yours, his, hers:
I touched my head because you touched yours.

Year 2
Week 18
Day 3
Page 1

NEW PATTERNS: Why-questions: Why did you touch your head?
Conjunction of sentences with because:
I touched my head because you touched yours.

NEW VOCABULARY: Why, because.

MATERIALS: Same as Day 2: flannel board, cutouts (Jack, house, cheese, rat, cat, dog, cow, girl, boy), pointer.

Instructions to the teacher	Speaker	Exchange
As a review, have each child ask 3 or 4 questions about yesterday's story, and have the group answer. Model the questions and answers.		
Call on the first child; give him cutout of Jack to put on board.	T:	Ask them: WHO IS THIS?
	C#1	WHO IS THIS?
Model for group:	T:	Tell him: THAT'S JACK.
	GRP	THAT'S JACK.
Model for child #1:	T:	Ask them: WHAT DID HE DO?
	C#1	WHAT DID HE DO?
Model for group:	T:	Tell him: HE BUILT A HOUSE.
	GRP	HE BUILT A HOUSE.
Model for child #1 (give him cutout of house):	T:	Ask them: THAT'S THIS?

Instructions to the teacher	Speaker	Exchange
	C#1	WHAT'S THIS?
Model for the group:	T:	Tell him: THAT'S THE HOUSE THAT JACK BUILT.
	GRP	THAT'S THE HOUSE THAT JACK BUILT.
Call on another child and continue in the same way. Let each child ask about 3 questions.		
INTRODUCTION:		
Now tell the children:	T:	LET'S PLAY A GAME. I WANT YOU TO DO WHAT I DO.
	T:	I'LL TOUCH MY HEAD.
When they imitate you, ask:	T:	WHY DID YOU TOUCH YOUR HEAD?
Model:	T:	Tell me: I TOUCHED MY HEAD BECAUSE YOU TOUCHED YOURS.
	GRP	I TOUCHED MY HEAD BECAUSE YOU TOUCHED YOURS.
Repeat with "I'LL TOUCH MY SHOE." "I'LL TOUCH MY KNEE." "I'LL TOUCH MY HAND."		
Now call on a child. (Child #1) Say to another child (child #2):	T:	I WANT YOU TO DO WHAT [HE / SHE] DOES.
Say to child #1:	T:	TOUCH YOUR HEAD.
When child #2 imitates him, ask child #2:	T:	WHY DID YOU TOUCH YOUR HEAD?

Year 2
Week 18
Day 3
Page 3

Instructions to the teacher	Speaker	Exchange
Model:	T:	Tell me I TOUCHED MY HEAD BECAUSE [HE / SHE] TOUCHED [HIS. / HERS]
	C#2	I TOUCHED MY HEAD BECAUSE [HE / SHE] TOUCHED [HIS. / HERS]
Say to child #1:	T:	TOUCH YOUR NOSE.
Ask child #2:	T:	WHY DID YOU TOUCH YOUR NOSE?
Model:	T:	Tell me: I TOUCHED MY NOSE BECAUSE [HE / SHE] TOUCHED [HIS. / HERS]
	C#2	I TOUCHED MY NOSE BECAUSE [HE / SHE] TOUCHED [HIS. / HERS.]
Give every child a chance to be the actor and the imitator. Let all the commands be of the form "TOUCH YOUR _____."	T:	TOUCH YOUR [HEAD. / NOSE / SHOE / HAND / EAR / EYE / KNEE / ETC.]
Now demonstrate again: Say to the group:	T:	I WANT YOU TO DO WHAT I DO.
	T:	I'LL [SIT ON THE FLOOR. / WALK TO THE TABLE / STAND UP / TURN AROUND / CLAP MY HANDS]

Instructions to the teacher	Speaker	Exchange
Ask them after each action:	T:	WHY DID YOU [SIT ON THE FLOOR? / WALK TO THE TABLE / STAND UP / TURN AROUND / CLAP YOUR HANDS]
Model:	T:	Tell me: I [SAT ON THE FLOOR / WALK TO THE TABLE / STOOD UP / TURNED AROUND / CLAPPED MY HANDS] BECAUSE YOU DID.
	GRP	I [SAT ON THE FLOOR / WALKED TO THE TABLE / STOOD UP / TURNED AROUND / CLAPPED MY HANDS] BECAUSE YOU DID.
Now call on pairs of children as above. Say to child #2:	T:	I WANT YOU TO DO WHAT [HE / SHE] DOES.
Say to child #1:	T:	[SIT ON THE FLOOR. / RUN TO THE DOOR / WALK TO THE TELEVISION / TURN AROUND / STAMP YOUR FOOT / CLAP YOUR HANDS / ETC.]
Ask child #2:	T:	WHY DID YOU [SIT ON THE FLOOR / RUN TO THE DOOR / WALK TO THE TELEVISION / ETC.] ?

Year 2
Week 18
Day 3
Page 5

Instructions to the teacher	Speaker	Exchange
Model:	T:	Tell me: I [SAT ON THE FLOOR / RAN TO THE DOOR / WALKED TO THE TELEVISION / ETC.] BECAUSE [HE / SHE] DID.
	C#2	I [SAT ON THE FLOOR / RAN TO THE DOOR / WALKED TO THE TELEVISION / ETC.] BECAUSE [HE / SHE] DID.

REVIEW PATTERNS: Why-question: why did you take a crayon?
Conjunction of sentences with because:
I took a crayon because you took one.
Substitution of pronominalized form for 2nd mention of item.
I took [a crayon / some paper] because you took [one. / some]

Year 2
Week 18
Day 4
Page 1

NEW PATTERNS: Weather expressions: It's [cold / rainy / sunny] today.

NEW VOCABULARY: Cold, rainy, sunny; raincoat, umbrella.

MATERIALS: Flannel board; pointer; weather cutouts;(1) cloud and raindrops falling from it; (2) sun with cloud half covering it; (3) sun with sunbeams.
Girl paper doll and clothes: coat, raincoat, umbrella, playsuit.
Drawing paper, crayons, toy cars, trucks, boats, marbles, boxes, balls.

Instructions to the teacher	Speaker	Exchange
REVIEW: Have these objects on the table: balls, cars, trucks, boxes, crayons, sheets of paper, marbles.		
Say to the group:	T:	LET'S PLAY A GAME. I WANT YOU TO DO WHAT I DO.
	T:	I'LL TAKE A CRAYON.
Ask them:	T:	WHY DID YOU TAKE A CRAYON?
Model:	T:	Tell me: I TOOK A CRAYON BECAUSE YOU TOOK ONE.
	GRP	I TOOK A CRAYON BECAUSE YOU TOOK ONE.
	T:	I'LL TAKE SOME PAPER.
Take 3 or 4 sheets of paper. Ask them:	T:	WHY DID YOU TAKE SOME PAPER?
Model:	T:	Tell me: I TOOK SOME PAPER BECAUSE YOU TOOK SOME.

Instructions to the teacher	Speaker	Exchange
	T:	I'LL DRAW A CIRCLE.
Ask them:	T:	WHY DID YOU DRAW A CIRCLE?
Model:	T:	Tell me: I DREW A CIRCLE BECAUSE YOU DREW ONE.
	GRP	I DREW A CIRCLE BECAUSE YOU DREW ONE.
Now call on pairs of children as you did yesterday. Follow this drill:		
Say to child #2:	T:	I WANT YOU TO DO WHAT [HE / SHE] DOES.
Say to child #1:	T:	DRAW A [HOUSE / TREE / SQUARE / TRIANGLE / ETC.]. GET A BALL. TAKE SOME MARBLES. OPEN A BOX. [GET / TAKE] A [CAR. / TRUCK / BOAT]
Ask child #2:	T:	WHY DID YOU [DRAW [A HOUSE / A TREE / ETC.] / [GET / TAKE] [A BALL / A CAR / A TRUCK / ETC.]]

Instructions to the teacher	Speaker	Exchange
Model for child #2:	T:	Tell me: I [DREW [A HOUSE / A TREE / ETC.] / [GOT / TOOK] [A BALL / A CAR / A TRUCK / A BOAT / SOME MARBLES] / OPENED A BOX] BECAUSE [HE / SHE] DID.
	C#2	I [DREW [A HOUSE / A TREE / ETC.] / [GOT / TOOK] [A BALL / A CAR / A TRUCK / A BOAT / SOME MARBLES] / OPENED A BOX] BECAUSE [HE / SHE] DID.
Give each child a chance to be both actor and imitator.		
INTRODUCTION:		
Now set up the flannel board. Use the paper dolls and clothing, and the three weather cutouts.		
Put up the cutout for cloudy weather. Say:	T:	IT'S COLD TODAY.

Instructions to the teachers	Speaker	Exchange
Put up a doll; put a coat on her.	T:	SHE'S WEARING A COAT BECAUSE IT'S COLD TODAY.
Now change the weather cutouts and the doll's clothes, as follows:	T:	IT'S RAINY TODAY. IT'S RAINY TODAY.
Put up a raincoat and an umbrella. Say:	T:	THIS IS [A RAINCOAT. AN UMBRELLA.]
Model:	T:	Tell me: THAT'S [A RAINCOAT. AN UMBRELLA.]
	GRP	THAT'S [A RAINCOAT. AN UMBRELLA.]
Put the raincoat on the doll and the umbrella in her hand. Say:	T:	SHE'S [WEARING A RAINCOAT CARRYING AN UMBRELLA] BECAUSE IT'S RAINY TODAY.
Then put up the "sunny day" cutout:	T:	IT'S WARM TODAY. IT'S WARM TODAY.
Put a playsuit on the doll:	T:	SHE'S WEARING A PLAYSUIT BECAUSE IT'S WARM TODAY.
Now call on a child. Give him the weather cutouts and appropriate clothes, one set at a time. Say:	T:	Tell them: IT'S [COLD RAINY WARM] TODAY.
	C:	IT'S [COLD RAINY WARM] TODAY.

Year 2
Week 18
Day 4
Page 5

Instructions to the teacher	Speaker	Exchange
Let him dress the doll. Say:	T:	Tell them: SHE'S [WEARING A COAT / WEARING A RAINCOAT / CARRYING AN UMBRELLA / WEARING A PLAYSUIT] BECAUSE IT'S [COLD / RAINY / WARM] TODAY
	C:	SHE'S [WEARING A COAT / WEARING A RAINCOAT / CARRYING AN UMBRELLA / WEARING A PLAYSUIT] BECAUSE IT'S [COLD / RAINY / WARM] TODAY.
Repeat the above drill with each child playing teacher.		
II. REINFORCEMENT		
Put up each of the weather cutouts, one at a time, and dress the doll appropriately for each. Call on a child and say to him:	T:	Ask them: WHY IS SHE [WEARING A COAT / WEARING A RAINCOAT / CARRYING AN UMBRELLA / WEARING A PLAYSUIT] TODAY?
	C:	WHY IS SHE [WEARING A COAT / WEARING A RAINCOAT / CARRYING AN UMBRELLA / WEARING A PLAYSUIT] TODAY?
Model for the group:	T:	Tell him: SHE'S [WEARING A COAT / WEARING A RAINCOAT / CARRYING AN UMBRELLA / WEARING A PLAYSUIT] BECAUSE IT'S [COLD / RAINY / WARM] TODAY
Let each child play teacher	GRP	SHE'S [WEARING A COAT / WEARING A RAINCOAT / ETC.] BECAUSE IT'S [COLD / RAINY / WARM] TODAY.

NEW PATTERNS: With in attributive construction:
Show me the man with the great big ears.

Year 2
Week 18
Day 5
Page 1

MATERIALS: Flannel board and pointer; cutouts: Juan, Fidel (his dog), man with great big ears, man with great big eyes, man with great big nose, man with great big mouth, man with big long legs.

Instructions to the teacher	Speaker	Exchange
DEMONSTRATE:		
Say:	T:	LET'S TELL A STORY. THIS IS A STORY ABOUT SOME MEN.
Put up each man. Say:	T:	THIS MAN HAS [GREAT BIG EARS. / A GREAT BIG NOSE / GREAT BIG EYES / A GREAT BIG MOUTH / BIG LONG LEGS]
	T:	CAN YOU SHOW ME THE MAN WITH THE [GREAT BIG EARS / GREAT BIG NOSE / GREAT BIG EYES / GREAT BIG MOUTH / BIG LONG LEGS] ?
Model:	T:	Tell me: THAT'S THE MAN WITH THE [GREAT BIG EARS. / GREAT BIG NOSE / GREAT BIG EYES / GREAT BIG MOUTH / BIG LONG LEGS]
	GRP	THAT'S THE MAN WITH THE [GREAT BIG EARS. / GREAT BIG NOSE / GREAT BIG EYES / GREAT BIG MOUTH / BIG LONG LEGS]
	T:	HE CAN [HEAR ANTS LAUGH. / SMELL THE CHILI COOKING AT YOUR HOUSE]

Instructions to the teacher	Speaker	Exchange
	T:	HE CAN [SEE ALL THE WAY TO MEXICO. / WHISTLE LOUDER THAN A TRAIN / RUN FASTER THAN THE WIND]
	T:	EVERYONE [LISTEN. / SMELL / LOOK / WHISTLE] (nothing for "run")
	T:	CAN YOU [HEAR ANTS LAUGH? / SMELL THE CHILI COOKING AT YOUR HOUSE? / SEE ALL THE WAY TO MEXICO? / WHISTLE LOUDER THAN A TRAIN? / RUN FASTER THAN THE WIND?]
	GRP	NO.
	T:	NO, YOU CAN'T. BUT THE MAN WITH THE [GREAT BIG EAR / GREAT BIG NOSE / GREAT BIG EYES / GREAT BIG MOUTH / GREAT LONG LEGS] CAN.
Now take down the cutouts of the men. Put up Juan. Say:	T:	THIS IS JUAN. JUAN HAS A DOG.
Put up Fidel:	T:	THIS IS JUAN'S DOG. HIS NAME IS FIDEL.

Instructions to the teacher	Speaker	Exchange
Take down Fidel:	T:	ONE DAY JUAN LOST HIS DOG. HE CALLED AND CALLED: "FIDEL! FIDEL!" BUT HE COULDN'T FIND FIDEL. JUAN STARTED TO CRY: "BOO-HOO-HOO!"
Follow this pattern for the first 3 men that Juan sees (the man with the great big nose, the man with the great big ears, the man with the great big eyes): Put up the cutout of the man. Point:	T:	THEN, WHO DO YOU THINK HE SAW? TELL ME!
	GRP	THE MAN WITH THE GREAT BIG [NOSE. / EARS / EYES]
	T:	YES. HE ASKED THE MAN WITH THE GREAT BIG [NOSE. / EARS / EYES]
	T:	"I'VE LOST MY DOG FIDEL. CAN YOU HELP ME FIND HIM?"
	T:	THE MAN WITH THE GREAT BIG [NOSE / EARS / EYES] SAID: "YES, I CAN."
	T:	HE [SMELLED AND HE SMELLED. / LISTENED, AND HE LISTENED. / LOOKED, AND HE LOOKED.]
	T:	THEN HE SAID: ["I CAN SMELL FIDEL." / HEAR FIDEL BARKING. / SEE FIDEL.]

Instructions to the teacher	Speaker	Exchange
	T:	THEN HE SAID: "CAN YOU [SMELL HIM?" / HEAR HIM? / SEE HIM?]
	T:	JUAN [SMELLED, AND HE SMELLED. / LISTENED, AND HE LISTENED. / LOOKED, AND HE LOOKED.]
	T:	THEN HE SAID, "YES, I CAN! THANK YOU!"
(Take down cutout of man)	T:	HE WALKED ON, AND HE CALLED: "FIDEL! FIDEL! I KNOW YOU'RE THERE, BECAUSE I CAN [SMELL / HEAR / SEE] YOU."
	T:	BUT FIDEL DIDN'T COME. JUAN STARTED TO CRY AGAIN.
The pattern for the last 2 men is: (Put up cutout of the man with the great big mouth; point)	T:	THEN, WHO DO YOU THINK HE SAW?
	GRP	THE MAN WITH THE GREAT BIG MOUTH.
	T:	YES, HE ASKED THE MAN WITH THE GREAT BIG MOUTH: "I'VE LOST MY DOG FIDEL. CAN YOU HELP ME FIND HIM?"
	T:	THE MAN WITH THE GREAT BIG MOUTH SAID: "YES, I CAN."
	T:	HE WHISTLED, AND HE WHISTLED. THEN HE SAID: "CAN YOU WHISTLE TO FIDEL?" JUAN WHISTLED, AND HE WHISTLED. HE SAID: "YES, I CAN! THANK YOU!"

Instructions to the teacher	Speaker	Exchange
	T:	HE WALKED ON, AND HE SAID: "FIDEL! FIDEL! COME HOME! I'M WHISTLING TO YOU!" BUT FIDEL DIDN'T COME. JUAN STARTED TO CRY AGAIN.
(Put up picture of man with big long legs; point)	T:	THEN, WHO DO YOU THINK HE SAW? Tell me!
	GRP	THE MAN WITH THE BIG LONG LEGS.
	T:	YES. HE ASKED THE MAN WITH THE BIG LONG LEGS: "I'VE LOST MY DOG FIDEL. CAN YOU HELP MEN FIND HIM?"
	T:	THE MAN WITH THE BIG LONG LEGS SAID: "YES, I CAN, I'LL GET HIM FOR YOU."
	T:	THE MAN WITH THE BIG LONG LEGS TOOK 3 BIG STEPS, AND HE FOUND FIDEL!! HE TURNED AROUND AND TOOK 3 BIG STEPS, AND HE BROUGHT FIDEL BACK TO JUAN. JUAN SAID: "OH, THANK YOU! NOW I HAVE FIDEL, AND I'M HAPPY AGAIN!" FIDEL SAID: "BOW-BOW!"

PART II. EVALUATION

Year 2
Week 18
Day 5
Page 6

The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE Student:	C= Correct ✓= Incorrect 1 2 3 4 5 6 7
ITEM I. Put up Jack on flannel board. Say: WEEK 17 Put up the house. Say: WEEK 18 DAY 2,3	T: C:	THIS IS JACK. HE BUILT A HOUSE. WHAT'S THIS? THAT'S THE HOUSE THAT [JACK / HE] BUILT.	
ITEM II. Put up the cheese. Ask: WEEK 17 WEEK 18 DAY 2,3	T: C: T: C:	WHAT'S THIS? THAT'S (SOME) CHEESE. WHERE WAS IT? (IT WAS) IN THE HOUSE THAT JACK BUILT.	
ITEM III Put up the rat. Ask: WEEK 17 WEEK 18 DAY 2,3	T: C: T: C:	WHO'S THIS? THAT'S THE RAT. WHAT DID HE DO? HE ATE THE CHEESE THAT WAS IN THE HOUSE (THAT JACK BUILT).	

PART II. EVALUATION

Year 2
Week 18
Day 5
Page 7

The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE STUDENT:	C= Correct ✓= Incorrect 1 2 3 4 5 6 7
ITEM IV. Tell the chid: WEEK 18 DAY 3	T:	I WANT YOU TO DO WHAT I DO. I'LL TOUCH MY HEAD.	
Ask him:	T:	WHY DID YOU TOUCH YOUR HEAD?	
	C:	(I TOUCHED MY HEAD) BECAUSE YOU TOUCHED YOURS.	
ITEM V. Tell the child: WEEK 18 DAY 3	T:	DO WHAT I DO. I'LL STAND UP.	
Ask him:	T:	WHY DID YOU STAND UP?	
	C:	(I STOOD UP) BECAUSE YOU [DID. / STOOD UP.]	
ITEM VI. Tell the child (give him a piece of paper and a crayon; take one for yourself): WEEK 18 DAY 4	T:	DO WHAT I DO.	
	T:	I'LL DRAW A CIRCLE.	
Ask him:	T:	WHY DID YOU DRAW A CIRCLE?	
	C:	(I DREW A CIRCLE) BECAUSE YOU [DREW ONE. / DID.]	

PART II. EVALUATION

Year 2
Week 18
Day 5
Page 8

The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE STUDENT:	C= Correct ✓= Incorrect 1 2 3 4 5 6 7
ITEM VII WEEK 18 DAY 4 Use the flannel board. Put up the cutout of the sun. Ask:	T:	IS IT COLD TODAY?	
	C:	NO, IT'S WARM (TODAY).	
Put up the rainy-weather cutout.	T:	NOW, IT'S . . .	
	C:	IT'S RAINY.	
Put up cold-weather cutout.	T:	NOW, IT'S . . .	
ITEM VIII WEEK 18 DAY 4 Put up sun. Put playsuit on doll.	C:	IT'S COLD.	
	T:	WHY IS SHE WEARING A PLAYSUIT?	
	C:	(SHE'S WEARING A PLAYSUIT) BECAUSE IT'S WARM TODAY.	
Do the same for rainy and cold weather.	T:	WHY IS SHE WEARING A [RAINCOAT / COAT] ?	
	C:	BECAUSE IT'S [RAINY / COLD] TODAY.	
ITEM IX. Put up the 5 men from Day 5's story.	T:	SHOW ME THE MAN WITH THE GREAT BIG EARS.	
	C:	THAT'S THE MAN WITH THE GREAT BIG EARS.	
Now point to each of the others:	T:	WHO'S THAT?	
	C:	THAT'S THE MAN WITH THE [GREAT BIG BIG EYES / GREAT BIG NOSE / GREAT BIG MOUTH / BIG LONG LEGS]	

ENGLISH COMPONENT
YEAR II
WEEK 19

RECEIVED
JAN 19 1972
NMSU
E.R.I.C.

OBJECTIVES

I. REVIEW:
1. Would like (in wh-question form): What would you like?
2. Would like (in contracted form): I'd like a doll.
3. Names of breakfast foods and drinks:
   a. Foods: eggs, bacon, toast, waffles, pancakes, cereal, tortillas, sausage, ham.
   b. Drinks: coffee, tea, milk, chocolate, orange juice.
4. Would like + embedded sentence: I'd like to have a car.

II. NEW:
1. Vocabulary: Wish
2. Wish + embedded sentence: a. I wish I had a car.
   b. I wish I could go to the beach.
3. Wish in wh-question: a. What do you wish you had?
   b. Where do you wish you could go?
4. Wish for + a. I'd wish for a hat.
5. Wish as Noun: a. I'll give you three wishes.
6. Conditional if-clause: a. What would you wish for, if you had a wish?

MATERIALS:
Day 2: Sears Roebuck Catalog
Pictures of breakfast foods and drinks from week 9.

Day 3: Sears Catalog

Day 4: H-M Cards:
173 - farm
174 - zoo
176 - party
177 - store
180 - beach
181 - playground
305 - park
49 - school

Day 5: Flannel board
Cutouts for "The Three Wishes": Little old man, little old woman, trees, bird, cow, cat, taco.

EVAL: Small toys: Ball, boat, doll, car, truck, paper, crayons
Sears Catalog
H-M Cards from Day 4
Flannel board cutouts: doll, horse, bicycle, candy, ice cream cone, car, train, car, dollhouse, boat.

Year 2
Week 19

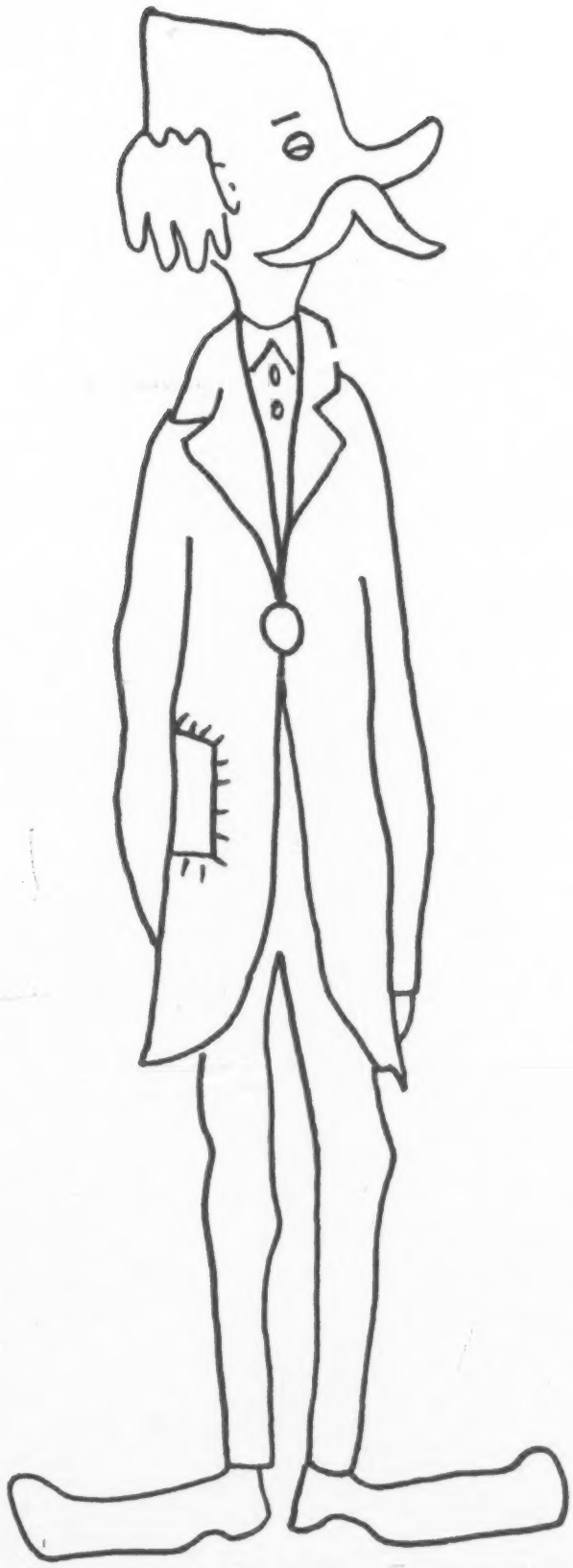
544

PATTERNS FOR FLANNEL BOARD STORY:

"THE THREE WISHES"

DAY 5

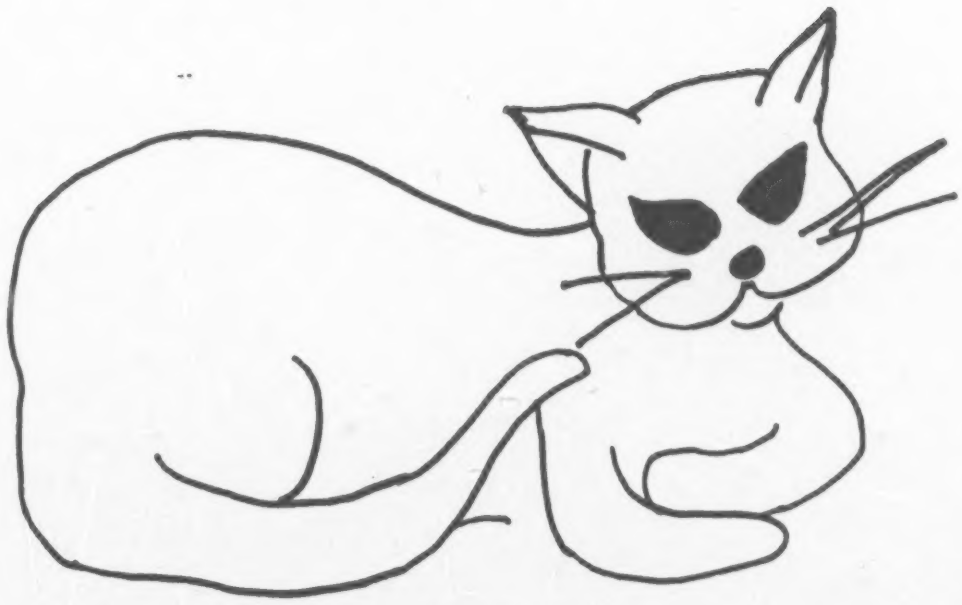
THE VIEJITA



THE VIEJITO

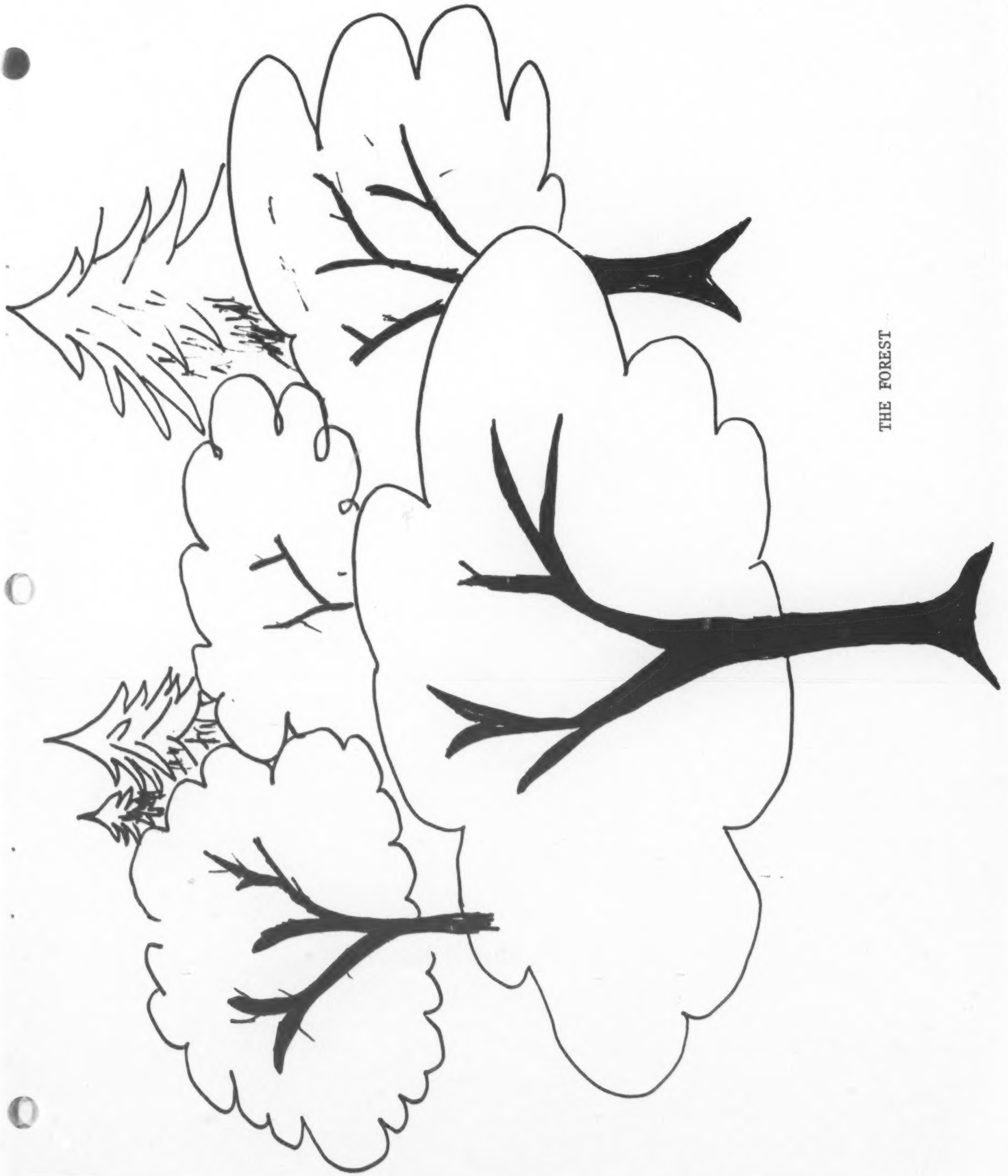
THE TACO

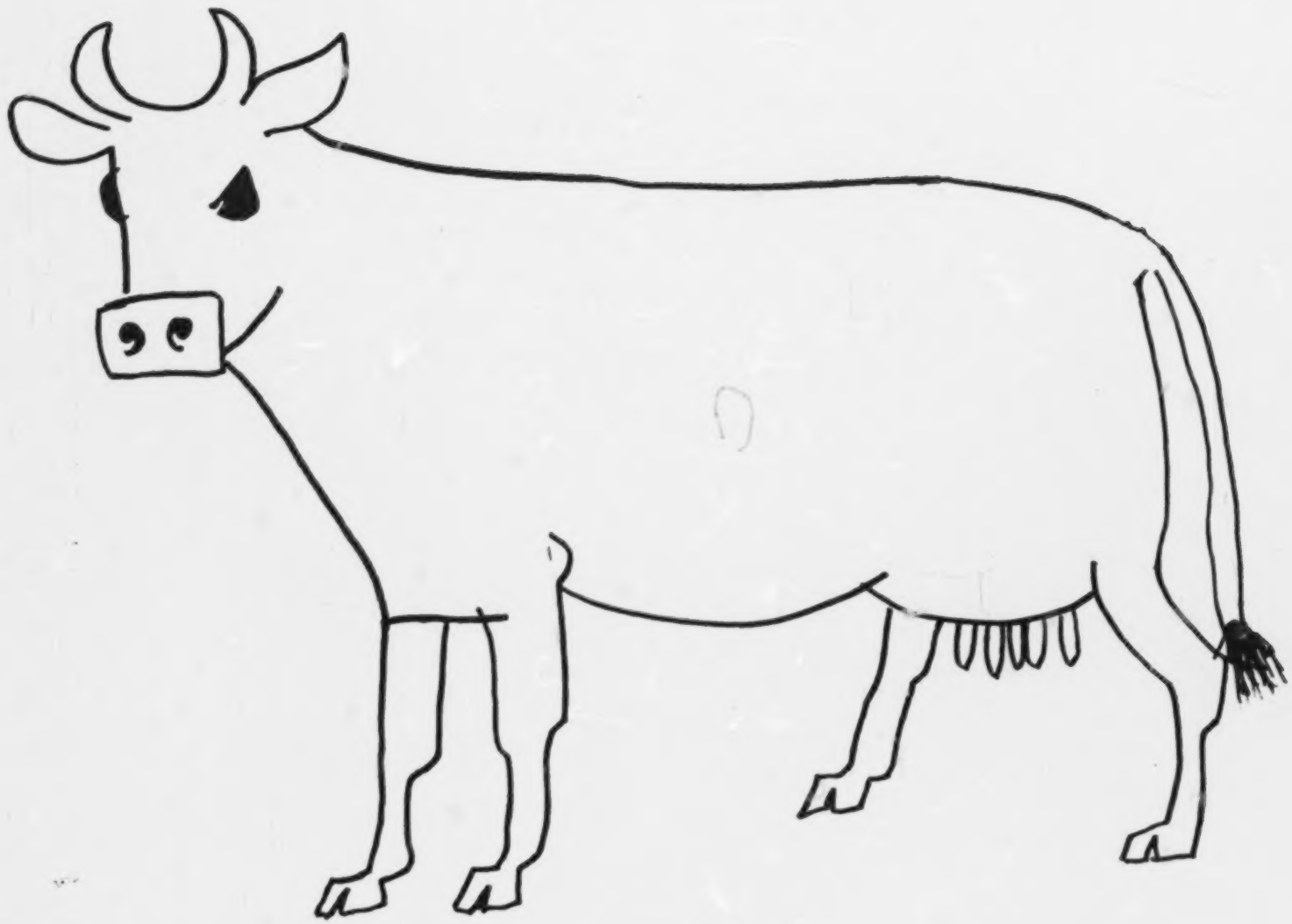
THE BIRD



THE CAT

THE FOREST





THE COW

REVIEW DAY

Year 2
Week 19
Day 1

INDICATE THE NUMBER OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK.

Item 1 _____ Item 4 _____ Item 7 _____

Item 2 _____ Item 5 _____ Item 8 _____

Item 3 _____ Item 6 _____ Item 9 _____

Which drills or exercises did you repeat on the basis of this evaluation?

List the patterns you reviewed and the activities you used for each?

Did the children who were having difficulties previously appear to understand better after the review?

ENGLISH COMPONENT
Year 2
Week 19
Day 2
Page 1

REVIEW PATTERNS: Would like:
a. What would you like?
b. I'd like a doll.

Names of breakfast foods and drinks:
a. Foods: ham, bacon, sausage, waffles, toast, pancakes, cereal, eggs, tortillas.
b. Drinks: Milk, tea, chocolate, coffee, orange juice.

MATERIALS NEEDED: Sears Roebuck catalog (use toy section)
Pictures of breakfast foods and breakfast drinks from Week 9.

Instructions to the teacher	Speaker	Exchange
I. REVIEW: a. Demonstrate WOULD LIKE. b. Have individuals answer the question, "WHAT WOULD YOU LIKE?" c. Have children ask and answer the question "WHICH X WOULD LIKE?"		
DEMONSTRATE: Turn to page in the Sears catalogue that shows an assortment of toys.	T:	HERE ARE SOME TOYS. WOULD YOU LIKE A TOY? I WOULD.
	T:	Ask me: WHAT WOULD YOU LIKE?
	GRP	WHAT WOULD YOU LIKE?
Point to one of the toys.	T:	I'D LIKE A DOLL.
DRILL #1. Ask each of the children:	T:	(NAME), WHAT WOULD YOU LIKE?
Model:	T:	Tell me: I'D LIKE A [BALL / TRUCK / ETC.].
	C:	I'D LIKE A [BALL / TRUCK / ETC.].

Instructions to the teacher	Speaker	Exchange
NOTE: If the child points to an object for which he does not know the name, say:	T:	THAT'S A FIRE ENGINE. Repeat: THAT'S A FIRE ENGINE.
	C:	THAT'S A FIRE ENGINE.
Then model as above:	T:	Tell me: I'D LIKE A FIRE ENGINE.
	C:	I'D LIKE A FIRE ENGINE.
DRILL #2: Now turn to a page that shows only one type of toy, (all dolls, all cars, all dollhouses, all train sets, etc.). Have each child ask another what he would like. Say to the first child:	T:	(NAME), ASK (NAME): WHICH DOLL WOULD YOU LIKE?
	C#1	WHICH DOLL WOULD YOU LIKE?
Let child #2 choose; model:	T:	Tell him: I'D LIKE THAT ONE.
	C#2	I'D LIKE THAT ONE.
Then say to child #2 (have him ask child #3)	T:	(NAME), ASK (NAME): WHICH DOLL WOULD YOU LIKE?
	C#2	WHICH DOLL WOULD YOU LIKE?
Model for child #3:	T:	Tell him: I'D LIKE THAT ONE.
	C#3	I'D LIKE THAT ONE.
Then have child #3 ask child #4 the question and continue around the group.	T:	Tell him: I'D LIKE THAT ONE.
	C#3	I'D LIKE THAT ONE.

Instructions to the teacher	Speaker	Exchange
Then have child #3 ask child #4 the question and continue around the group. II. REINFORCEMENT a. Show pictures of breakfast foods. Ask individuals what they would like to eat. The choices are: WAFFLES, EGGS, SAUSAGE, PANCAKES, TORTILLAS. b. Have children ask each other what they would like to drink. The choices: MILK, COFFEE, CHOCOLATE, TEA, ORANGE JUICE.		
DRILL #1: Show the group the foods.	T:	HERE ARE SOME GOOD THINGS TO EAT.
Ask each child:	T:	(NAME), WHAT WOULD YOU LIKE?
Make suggestions if necessary:	T:	SOME WAFFLES? SOME BACON? (etc.)
Let him choose; model:	T:	Tell me: I'D LIKE SOME HAM.
	C:	I'D LIKE SOME HAM.
DRILL #2: Show pictures of drinks.	T:	(NAME), ASK (NAME): WHAT WOULD YOU LIKE TO DRINK?
	C#1	WHAT WOULD YOU LIKE TO DRINK?
Model for child #2:	T:	Tell him: I'D LIKE SOME CHOCOLATE.
	C#2	I'D LIKE SOME CHOCOLATE.
Continue having child #2 ask child #3 and so on, as above.		

REVIEW PATTERNS: Would like: What would you like?
Would like + embedded sentence: I'd like to have a car.

Year 2
Week 19
Day 3
Page 1

NEW PATTERNS: Wish + embedded sentence: I wish I had a car.
Wish + embedded sentence, interrogative form with wh-question:
What do you wish you had?

VOCABULARY: Wish

MATERIALS NEEDED: Sears Roebuck Catalog

Instructions to the teacher	Speaker	Exchange
I. REVIEW AND INTRODUCTION: a. DEMONSTRATE: Review WOULD LIKE and introduce WISH. b. DRILL: Have children drill WISH.		
DEMONSTRATE: Show pictures of toys.	T:	HERE ARE SOME TOYS. I'D LIKE TO HAVE A TOY. WHICH ONE WOULD I LIKE TO HAVE?
Point to one of the toys; say:	T:	I'D LIKE TO HAVE A TRUCK.
	T:	I WISH I HAD A TRUCK.
Turn to another page and repeat the demonstration exactly as above.		
DRILL #1: Ask each child:	T:	(NAME), WHAT WOULD YOU LIKE TO HAVE?
Model for him:	T:	Tell me: I WISH I HAD A BALL.
	C:	I WISH I HAD A BALL.
Drill each child. Then turn to another page and repeat the same drill again with each child.		
DRILL #2: Have each child ask another		

Instructions to the teacher	Speaker	Exchange
child the question. Model for child #1:	T:	(NAME), ASK (NAME): WHAT WOULD YOU LIKE TO HAVE?
	C#1	WHAT WOULD YOU LIKE TO HAVE?
Model for child #2:	T:	Tell him: I WISH I HAD A CAR.
	C#2	I WISH I HAD A CAR.
Have child #2 ask child #3, and continue. Be sure that each child both asks and answers the question.		
II. REINFORCEMENT: a. DRILL: introduce the new question form "WHAT DO YOU WISH YOU HAD?" b. Have children ask and answer this question.		
DRILL #1: Show a child pictures of toys. Ask him:	T:	WHAT DO YOU WISH YOU HAD?
Model:	T:	Tell me: I WISH I HAD A BICYCLE.
	C:	I WISH I HAD A BICYCLE.
Repeat with every child.		
DRILL #2: Now have each child ask another the question. Model for child #1:	T:	Ask him: WHAT DO YOU WISH YOU HAD?
	C#1	WHAT DO YOU WISH YOU HAD?
Model for child #2:	T:	Tell him: I WISH I HAD A DOLL HOUSE.
	C#2	I WISH I HAD A DOLL HOUSE.

Instructions to the teacher	Speaker	Exchange
Have child #2 ask child #3, and continue around the group.		
NOTE: Again, if a child does not know the word for something, say:	T:	THAT'S A DOLL HOUSE. Repeat: THAT'S A DOLL HOUSE.
	C:	THAT'S A DOLL HOUSE.
Then model as above:	T:	Tell [me: / him] I WISH I HAD A DOLL HOUSE.
	C:	I WISH I HAD A DOLL HOUSE.

REVIEW PATTERNS: Wish + embedded sentence

NEW PATTERNS: New embedded sentence with wish:
I wish I could . . .

Interrogative form (wh-question):
Where do you wish you could go?

Year 2
Week 19
Day 4
Page 1

MATERIALS NEEDED: H-M Cards:
173 - farm
174 - zoo
176 - party
177 - store
180 - beach
181 - playground
305 - park
49 - school

Instructions to the teacher	Speaker	Exchange
I. REVIEW AND INTRODUCTION: a. Review the vocabulary (H-M Cards). b. DEMONSTRATE: "I WISH I COULD..." c. DRILL:this pattern with individuals.		
VOCABULARY: Hold up each card. Ask:	T:	WHAT'S THIS?
Model if necessary:	T:	Tell me: THAT'S A FARM.
	GRP	THAT'S A FARM.
Repeat for all cards.		
DEMONSTRATE: Hold up 3 of the pictures one by one. Each time, say:	T:	I WISH I COULD GO TO THE [BEACH / ZOO / PARK / ETC.] .
DRILL: Display all 8 of the pictures. Ask a child:	T:	WHERE DO YOU WISH YOU COULD GO?
Model:	T:	Tell me: I WISH I COULD GO TO . . .
(Let him complete the sentence)	C:	I WISH I COULD GO TO THE PLAYGROUND.

Instructions to the teacher	Speaker	Exchange
Ask the group:	T:	WHERE DOES [HE / SHE] WISHES [HE / SHE] COULD GO?
Model:	T:	Tell me: [HE / SHE] WISHES [HE / SHE] COULD GO TO THE PLAYGROUND.
	GRP	[HE / SHE] WISHES [HE / SHE] COULD GO TO THE PLAYGROUND.
Repeat with each child. Then repeat once again with each child.		
II. REINFORCEMENT: a. DRILL: Have children play teacher. Drill patterns above.		
DRILL: Have a child be teacher. Model for him:	T:	Ask (NAME): WHERE DO YOU WISH YOU COULD GO?
	C#1	WHERE DO YOU WISH YOU COULD GO?
Let child #2 choose; model if needed:	T:	Tell him: I WISH I COULD GO TO SCHOOL.
	C#2	I WISH I COULD GO TO SCHOOL.
Ask the group:	T:	WHERE DOES [HE / SHE] WISHES [HE / SHE] COULD GO?
Model: if necessary:	T:	Tell me: [HE / SHE] WISHES [HE / SHE] COULD GO TO SCHOOL.

Year 2
Week 19
Day 4
Page 3

Instructions to the teacher	Speaker	Exchange
	GRP	[HE / SHE] WISHES [HE / SHE] COULD GO TO SCHOOL.
Have child #1 ask the same question of two more children. Give each child an opportunity to be teacher.		

REVIEW PATTERNS: Wish

Year 2
Week 19
Day 5
Page 1

NEW PATTERNS: Wish as Noun: I'll give you three wishes.
Wish + for: What would you wish for, if you had a wish?
Conditional if-clause: What would you wish for, if you had a wish?

MATERIALS NEEDED: Flannel board
Flannel board cutouts for story: little old man, little old woman, trees, bird, cow, cat, taco.

EVALUATION: Small toys: ball, boat, doll, car, truck, paper, crayons, Sears catalog. H-M cards from Day 4. Flannel board cutouts, ice-cream cone, candy, horse, bicycle, doll, train, car, dollhouse, boat.

Instructions to the teacher	Speaker	Exchange
REVIEW AND PRESENTATION: a. Use the story "THE THREE WISHES" to review WISH and to introduce the conditional clause with IF. b. Each child will have a speaking part in the story. c. Children will also make responses as a group during the story.		
Have children seated in a circle.	T:	I'M GOING TO TELL YOU A STORY. THIS IS A STORY ABOUT A VIEJITO (Put old man up on flannel boa: ... AND A VIEJITA. (Put up old woman).
	T:	ONE DAY THEY WENT FOR A WALK IN THE WOODS,(Put up trees) AND WHAT DO YOU THINK THEY FOUND?
Model if necessary:	T:	Tell me: THEY FOUND A BIRD. (put bird up on flannel board)
	GRP	THEY FOUND A BIRD.
	T:	YES. AND THE BIRD HAD A BROKEN WING. THE BIRD COULDN'T FLY. WHAT DO YOU THINK THE VIEJITO AND THE VIEJITA DID?
Model, if necessary:	T:	Tell me: THEY HELPED THE BIRD.

Instructions to the teacher	Speaker	Exchange
	GRP	THEY HELPED THE BIRD.
	T:	YES, THEY HELPED THE BIRD. THEY FIXED THE BIRD'S WING. NOW THE BIRD COULD FLY. THE BIRD SAID TO THE VIEJITO AND THE VIEJITA: "I WILL GIVE YOU SOMETHING, BECAUSE YOU HELPED ME." WHAT DO YOU THINK THE BIRD GAVE THEM?
(Let the children guess if they wish; then say):	T:	I'LL TELL YOU WHAT THE BIRD GAVE THEM. HE GAVE THEM THREE WISHES. Repeat, HE GAVE THEM THREE WISHES.
	GRP	HE GAVE THEM THREE WISHES.
	T:	THE BIRD SAID TO THE VIEJITO AND THE VIEJITA: "NOW YOU HAVE THREE WISHES. YOU CAN WISH FOR THREE THINGS, AND YOU CAN HAVE THOSE THREE THINGS." THEN THE BIRD FLEW AWAY. (Take down bird)
Ask the group:	T:	WHAT DID THE VIEJITO AND THE VIEJITA HAVE?
Model if necessary:	T:	Tell me: **THEY HAD** THREE WISHES.
	GRP	THEY HAD THREE WISHES.
Ask:	T:	AND WHAT COULD THEY DO WITH THE THREE WISHES?
Model:	T:	Tell me: THEY COULD WISH FOR THREE THINGS.
	GRP	THEY COULD WISH FOR THREE THINGS.

Instructions to the teacher	Speaker	Exchange
	T:	THE VIEJITO SAID TO THE VIEJITA: "WHAT SHALL WE WISH FOR? WE NEED TO MAKE GOOD WISHES. WE DON'T WANT TO MAKE BAD WISHES." THEY WALKED ON THROUGH THE WOODS. THEN WHO DO YOU THINK THEY SAW? (Put up cow)
Model if necessary:	T:	Tell me: THEY SAW A COW.
	GRP	THEY SAW A COW.
	T:	THE VIEJITO ASKED THE COW: "WHAT WOULD YOU WISH FOR, IF YOU HAD A WISH?" THE COW SAID: "I'D WISH FOR SOME NICE GREEN GRASS, IF I HAD A WISH." THE VIEJITO SAID: "WHY WOULD YOU WISH FOR SOME GRASS?" THE COW SAID: "I'D WISH FOR SOME GRASS BECAUSE I'M HUNGRY." THE VIEJITO SAID: "WE CAN'T EAT GRASS. THAT'S NOT A GOOD WISH." (Take down cow)
	T:	THEY WALKED ON THROUGH THE WOODS. THEN WHO DO YOU THINK THEY SAW? (Put up cat)
Model if necessary:	T:	Tell me: THEY SAW A CAT.
	GRP	THEY SAW A CAT.
	T:	THE VIEJITA ASKED THE CAT: "WHAT WOULD YOU WISH FOR, IF YOU HAD A WISH?" THE CAT SAID: "I'D WISH FOR A FAT JUICY MOUSE, BECAUSE I'M HUNGRY!" THE VIEJITA SAID:

Instructions to the teacher	Speaker	Exchange
	T:	"WE DON'T WANT A FAT JUICY MOUSE! THAT'S NOT A GOOD WISH." (Take down cat)
	T:	THEY WALKED ON THROUGH THE WOODS. THEN WHO DO YOU THINK THEY SAW?
Name one of the children:	T:	THEY SAW A LITTLE [BOY / GIRL] NAMED (NAME). THEY ASKED THE LITTLE [BOY. / GIRL] "WHAT WOULD YOU WISH FOR, IF YOU HAD A WISH?"
Let the child name something; then model:	T:	Tell them: I'D WISH FOR A DOLL, IF I HAD A WISH.
	C:	I'D WISH FOR A DOLL, IF I HAD A WISH.
	T:	WHY WOULD YOU WISH FOR A DOLL?
Help him frame a suitable answer	T:	Tell me: I'D WISH FOR A DOLL BECAUSE [I WANT ONE. / I LIKE DOLLS / ETC.]
	C:	I'D WISH FOR A DOLL BECAUSE [I WANT ONE. / I LIKE DOLLS / ETC.]
	T:	BUT THE VIEJITO AND THE VIEJITA SAID: "WE DON'T WANT A DOLL. THAT'S NOT A GOOD WISH."
Repeat this with every child. Help each one to state his wish and to give a reason for it. Some reasons might be:	C:	I'D WISH FOR [SOME CANDY BECAUSE I'M HUNGRY. / A CAT BECAUSE I LIKE CATS. / A BALL BECAUSE I'D LIKE TO THROW IT. / ETC.]

Instructions to the teacher	Speaker	Exchange
After giving each child the chance to make a wish, continue:	T:	THE VIEJITO SAID TO THE VIEJITA: "LET'S GO HOME. I'M TIRED. I'M HUNGRY, TOO."
	T:	THEN WHAT DO YOU THINK THE VIEJITO SAID? HE SAID, "I WISH I HAD A TAQUITO!"
Put up the taco; say:	T:	LOOK! THE VIEJITO WISHED FOR A TAQUITO, AND HERE IT IS!
	T:	THE VIEJITA SAID: "OH, NO! YOU USED ONE OF OUR WISHES! TU TONTO!"
	T:	THEN WHAT DO YOU THINK THE VIEJITA SAID? SHE SAID, "I WISH THAT TAQUITO WERE ON THE END OF YOUR NOSE!"
Put the taco on his nose; say:	T:	LOOK! HERE'S THE TAQUITO, RIGHT ON THE END OF THE VIEJITO'S NOSE!
	T:	THE VIEJITO SAID: "OH, NO! THE TAQUITO IS ON THE END OF MY NOSE! YOU USED ANOTHER WISH! TONTA! TU TONTA! NOW WE HAVE ONLY ONE WISH!"
	T:	THE VIEJITO AND THE VIEJITA PULLED AND PULLED, BUT THEY COULDN'T PULL THE TAQUITO. THEY PULLED AND THEY PULLED AND THEY PULLED, BUT (point) HERE WAS THE TAQUITO, RIGHT ON THE END OF THE VIEJITO'S NOSE!
	T:	THEN WHAT DO YOU THINK THEY DID? I'LL TELL YOU WHAT THEY DID. THEY USED THEIR ONE WISH. THE VIEJITO SAID: "I WISH THIS TAQUITO WERE NOT ON THE END OF MY NOSE."

Instructions to the teacher	Speaker	Exchange
Take down the taco; say:	T:	AND LOOK! THE TAQUITO WAS GONE! BUT THE THREE WISHES WERE GONE, TOO.
II. REINFORCEMENT a. Use Sears catalog to drill WISH FOR and the conditional IF-clause.		
DRILL: Show the children pictures of toys. Say:	T:	HERE ARE SOME TOYS.
Ask each child:	T:	WHAT WOULD YOU WISH FOR, IF YOU HAD A WISH?
Let him choose; model:	T:	Tell me: I'D WISH FOR A TRUCK, IF I HAD A WISH.
	C:	I'D WISH FOR A TRUCK, IF I HAD A WISH.

PART II. EVALUATION

Year 2
Week 19
Day 5
Page 7

The following test will help you assess the progress of the children during this past week of English instruction and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE STUDENT	C= Correct ✓= Incorrect 1 2 3 4 5 6 7
ITEM I. Put some toys on the table: ball, boat, car, truck, doll. Say: WEEK 19 DAY 2	T: C:	HERE ARE SOME TOYS. WHAT WOULD YOU LIKE? I'D LIKE THE [BALL. / BOAT / CAR / TRUCK / DOLL]	
ITEM II. Give the child some paper. Put four crayons on the table: red, blue, green, yellow. Say: WEEK 19 DAY 2	T: T: C:	YOU CAN DRAW A [HOUSE. / TREE / ETC.] WHICH CRAYON WOULD YOU LIKE? I'D LIKE THE [RED / ETC] [ONE. / CRAYON.]	
ITEM III. Show pictures of toys in Sears catalog. WEEK 19 DAY 3	T: C:	HERE ARE SOME TOYS. WHAT WOULD YOU LIKE TO HAVE? I'D LIKE TO HAVE [A CAR. / ETC.]	

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE STUDENT:	C= Correct ✓= Incorrect 1 2 3 4 5 6 7
ITEM IV Use Sears catalog. Point to a toy; say: WEEK 19 DAY 3	T:	I WISH I HAD A [BICYCLE. ETC.]	
	T:	WHAT DO YOU WISH YOU HAD?	
	C:	I WISH I HAD A [DOLL. ETC.]	
ITEM V Show the child the pictures of places. (H-M cards 173, 174, 176, 177, 180, 181, 305, 49). Ask for each. WEEK 19 DAY 4	T:	WHAT'S THIS?	
	C:	THAT'S A (ZOO, PARK, SCHOOL, PLAYGROUND? PARTY, BEACH, STORE, FARM).	
ITEM VI Show the child the pictures of places. Ask: WEEK 19 DAY 4	T:	WHERE DO YOU WISH YOU COULD GO?	
	C:	I WISH I COULD GO TO THE [BEACH. STORE ETC.]	

Year 2
Week 19
Day 5
Page 9

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE STUDENT	C = Correct ✓ = Incorrect 1 2 3 4 5 6 7
ITEM VII WEEK 19 DAY 5 Put these cutouts on the flannel board: horse, ice-cream cone, doll, candy, bicycle, train, car, doll-house, boat.	T:	WHAT WOULD YOU WISH FOR, IF YOU HAD A WISH?	
	C:	I'D WISH FOR A [CAR. ETC.] OR I'D WISH FOR A [CAR ETC.] , IF I HAD A WISH.	
ITEM VIII WEEK 19 DAY 5 Put the viejito, the viejita, and the bird on the flannel board. Say:	T:	THE VIEJITO AND THE VIEJITA HELPED THE BIRD. WHAT DID THE BIRD GIVE THEM?	
	C:	HE GAVE THEM THREE WISHES.	
ITEM IX. WEEK 19 DAY 5 Ask:	T:	WHAT COULD THEY DO WITH THE THREE WISHES?	
	C:	THEY COULD WISH FOR THREE THINGS.	

ENGLISH COMPONENT
YEAR II
WEEK 20

OBJECTIVES

REVIEW:

1. Numbers: one, two, three, four, five
2. Suppletion of indefinite quantifier some --> any
3. Indirect discourse with who, which, whose:
   a. You asked me who had red chips.
   b. You asked me which car was red.
   c. You asked me whose chips were blue.
4. Change of tense in indirect statements:
   You asked me who had green chips.
5. Indirect discourse with if:
   You asked me if I had any yellow chips.
6. When-clauses:
   When I stamp my foot, you sit down.
7. Relative construction with that:
   This is the house that Jack built.

NEW: THIS IS A REVIEW WEEK. NO NEW PATTERNS.
New vocabulary:
chips, card, winner, row

MATERIALS:

Day 2: Large cards of heavy cardboard, each with 4 rows of 5 squares (one yellow row, one blue, one red, one green)
40 each red, yellow, blue, green chips (purchase or cut from heavy cardboard and color brightly)
Large deep box or can.

Day 3: Chips from Day 2
Box or can from Day 2
3 small boxes, exactly alike.

Day 4: Chips from Day 2; box or can from Day 2.

Day 5: Flannel board, pointer
Cutouts for "This is the house that Jack built: Jack, house, cheese, rat, cat, dog, cow, girl, boy.

EVAL.: Small toy cars, various colors
chips; box or can
H-M cards: 127 (girl reading book), 59 (mailmen)
Flannel board, pointer, and cutouts for Jack story.

Year 2
Week 20
Day 1

INDICATE THE NUMBER OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK.

Item 1 _____ Item 4 _____ Item 7 _____

Item 2 _____ Item 5 _____ Item 8 _____

Item 3 _____ Item 6 _____ Item 9 _____

Which drills or exercises did you repeat on the basis of this evaluation?

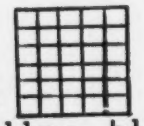
List the patterns you reviewed and the activities you used for each.

Did the children who were having difficulties previously appear to understand better after the review?

Year 2
Week 20
Day 2
Page 1

REVIEW PATTERNS: 1) Suppletion of indefinite quantifier some ---- any (from Week 13)
2) Numbers: one, two, three, four, five

VOCABULARY: Chips, card, row, winner.

MATERIALS NEEDED: Large cards of heavy cardboard, each with 4 vertical rows of 5 squares  (one card for each child and one for teacher). Color the rows pale yellow, blue, red and green. 40 each: red, yellow, green, and blue chips may be purchased or cut from heavy cardboard. Make chips bright in color.
Large deep box or can for chips.

Instructions to the teacher	Speaker	Exchange
I. REVIEW - PRESENTATION A. Demonstrate: Show the children how to play "Bingo" with the cards and chips. B. Drill: Play the game.		
DEMONSTRATE:	T:	WE'RE GOING TO PLAY A GAME. THE GAME IS CALLED "BINGO." Repeat please: BINGO.
	GRP	BINGO.
	T:	I'LL SHOW YOU HOW WE PLAY BINGO.
Hold up a card.	T:	THIS IS A CARD. Tell me: THAT'S A CARD.
	GRP	THAT'S A CARD.
Draw your finger down each of the rows. Say:	T:	THESE ARE ROWS. Tell me: THOSE ARE ROWS.
	GRP	THOSE ARE ROWS.
Draw your finger down each row again:	T:	THERE ARE FIVE ROWS. ONE, TWO, THREE, FOUR, FIVE. Tell me: THERE ARE FIVE ROWS.

Instructions to the teacher	Speaker	Exchange
	GRP	THERE ARE FOUR ROWS.
Hold up some chips.	T:	THESE ARE CHIPS. Tell me: THOSE ARE CHIPS.
	GRP	THOSE ARE CHIPS.
Put all the chips in the box or can. Say:	T:	I'M GOING TO CLOSE MY EYES. I'M GOING TO TAKE THREE CHIPS.
Do so; then say:	T:	Ask me: DO YOU HAVE ANY YELLOW CHIPS?
	GRP	DO YOU HAVE ANY YELLOW CHIPS?
If you have some, point to the yellow row on your card and say:	T:	YES, I HAVE SOME. NO, I DON'T HAVE ANY.
Put the yellow chips in the yellow row. Then have the children ask:	T:	I CAN PUT MY YELLOW CHIPS IN THIS ROW.
	GRP	DO YOU HAVE ANY [BLUE / RED / GREEN] CHIPS?
Repeat as for yellow chips. Continue drawing chips and having the children ask you the questions outlined above. When you fill up a row, say:	T:	LOOK! I HAVE FIVE YELLOW CHIPS. I CAN SAY "BINGO!"
DRILL:	T:	LET'S ALL PLAY "BINGO."

Instructions to the teacher	Speaker	Exchange
Give out cards. Say to child #1:	T:	(NAME), CLOSE YOUR EYES. TAKE THREE CHIPS. OPEN YOUR EYES.
Say to the group:	T:	Ask him: DO YOU HAVE ANY YELLOW CHIPS?
	GRP	DO YOU HAVE ANY YELLOW CHIPS?
Model:	T:	Tell them: YES, I HAVE SOME. NO, I DON'T HAVE ANY.
	C:	YES, I HAVE SOME. NO, I DON'T HAVE ANY.
If he has some, say:	T:	YOU CAN PUT YOUR YELLOW CHIPS IN THAT ROW.
Repeat the same procedure for red, blue, green.		
Have each child draw 3 chips; then start again with the first child. When a child fills up a row, say:	T:	(NAME), Tell me: I HAVE FIVE BLUE CHIPS.
	C:	I HAVE FIVE BLUE CHIPS.
	T:	YOU HAVE FIVE BLUE CHIPS. YOU CAN SAY "BINGO!"
	C:	BINGO!
	T:	(NAME) HAS A BINGO. HE'S / SHE'S THE WINNER. LET'S PLAY THE GAME AGAIN.

Instructions to the teacher	Speaker	Exchange
Change the order of drawing to give everyone an equal chance. NOTE #1: It is probably best to play this game on the floor or at a table. NOTE #2: If the children have trouble in drawing exactly 3 chips, have them take the chips one at a time and count aloud: "ONE...TWO...THREE." II. REINFORCEMENT Play the game again as outlined above. Variation: After one child "bingo's," let the others keep playing until everyone bingo's.		

REVIEW PATTERNS: 1) Indirect discourse with: which, whose, (from Week 14)
2) Change of tense in indirect statements:
You asked me who had some red chips.

Year 2
Week 20
Day 3
Page 1

MATERIALS NEEDED: Yellow, blue, red, and green chips from Day 2
3 small boxes exactly alike
Large deep box or can from Day 2

Instructions to the teacher	Speaker	Exchange
I. REVIEW - who A. Mix up all chips in the large box or can. One child is teacher. The other children draw chips. The "teacher" tells who has red chips, blue chips, etc.		
DRILL: Call on a child to be teacher. Tell the others: Say to each of them:	T:	LET'S PLAY A GAME. (NAME), TAKE SOME CHIPS.
NOTE: Have them take only 5-6 chips. Have them show the chips they took. Ask the "teacher":	T:	WHO HAS SOME RED CHIPS?
Before he can answer, ask:	T:	WHAT DID I ASK YOU?
Model:	T:	Repeat: YOU ASKED ME WHO HAD SOME RED CHIPS.
	C:	YOU ASKED ME WHO HAD SOME RED CHIPS.
	T:	TELL ME WHO HAS SOME RED CHIPS.
	C:	(NAME) HAS SOME RED CHIPS.
Ask about others who have red chips:	T:	WHO ELSE HAS SOME RED CHIPS? WHAT DID I ASK YOU?
	C:	YOU ASKED ME WHO ELSE HAD SOME RED CHIPS.
	T:	TELL ME WHO ELSE HAS SOME RED CHIPS.

Instructions to the teacher	Speaker	Exchange
	C:	(NAME) HAS SOME RED CHIPS.
Continue for blue, green, yellow. Call on every other child to be teacher. II. REVIEW - whose A. One child is "teacher." The others draw chips. Point to individual children's chips and ask, "WHOSE CHIPS ARE THOSE?"		
DRILL: Point to one child's chips. Ask the "teacher":	T:	(NAME), WHOSE CHIPS ARE THOSE? WHAT DID I ASK YOU.
Model:	T:	Repeat: YOU ASKED ME WHOSE CHIPS THOSE WERE.
	C:	YOU ASKED ME WHOSE CHIPS THOSE WERE.
	T:	TELL ME WHOSE CHIPS THOSE ARE.
	C:	THOSE ARE (NAME)'S CHIPS.
Point to 2 or 3 other chips, and repeat the procedure. Call on every other child to be teacher. III. REVIEW - which (2nd part of lesson) A. Use the 3 small boxes. Put red chips in one, blue in the 2nd, green in the 3rd. Have children guess which box a certain color is in.		

Instructions to the teacher	Speaker	Exchange
DRILL: Put chips in each box, saying:	T:	LET'S PLAY A GAME. I'M GOING TO PUT SOME [RED / BLUE / GREEN] CHIPS IN THIS BOX.
Close the boxes; shuffle them on the table. Then ask a child:	T:	(NAME), WHICH BOX ARE THE BLUE CHIPS IN? WHAT DID I ASK YOU?
Model:	T:	Repeat: YOU ASKED ME WHICH BOX THE BLUE CHIPS WERE IN.
	C:	YOU ASKED ME WHICH BOX THE BLUE CHIPS WERE IN.
	T:	TELL ME WICH BOX THE BLUE CHIPS ARE IN.
	C:	THEY'RE IN THAT BOX.
Open the box. If he is wrong, say:	T:	NO, THEY'RE NOT IN THAT BOX. (NAME), WHICH BOX ARE THE BLUE CHIPS IN? WHAT DID I ASK YOU?
(Model if necessary)	C:	YOU ASKED ME WHICH BOX THE BLUE CHIPS WERE IN.
	T:	TELL ME WHICH BOX THE BLUE CHIPS ARE IN.
If he is wrong, close the boxes and shuffle them again. Play the game again. Give each child several "turns" at playing the game.	C:	THEY'RE IN THAT BOX.

REVIEW PATTERNS: 1) When-clauses: When I stamp my foot, you sit down. (from Week 15)
2) Indirect discourse with if:
You asked me if I had any chips.
3) Suppletion of indefinite quantifier some --- any.

Year 2
Week 20
Day 4
Page 1

MATERIALS NEEDED: 40 each: red, yellow, blue, green chips from Day 2.
Large deep box or can from Day 2.

Instructions to the teacher	Speaker	Exchange
I. REVIEW - when-clauses A. Play the game from Week 15 in which one person gives commands: "WHEN I SIT DOWN, YOU STAND UP."		
DEMONSTRATE:	T:	LET'S PLAY A GAME.
Hold up your hand ready to touch your head. Say:	T:	WHEN I TOUCH MY HEAD. . .
Touch it and say:	T:	YOU TOUCH YOUR HEADS!
Continue, giving other commands:	T:	WHEN I [SIT DOWN / STAMP MY FOOT / TOUCH MY TOES / ETC.], YOU [STAND UP. / TOUCH YOUR KNEES / STAMP YOUR FEET / ETC.]
DRILL: Call on a child to be teacher. Say to him:	T:	Tell them: WHEN I SIT DOWN, YOU STAND UP.
	C:	WHEN I SIT DOWN, YOU STAND UP.
After they do so, ask them:	T:	Tell me: WHEN [HE / SHE] SAT DOWN, WE STOOD UP.
	GRP	WHEN [HE / SHE] SAT DOWN, WE STOOD UP.
Have the child give several more commands.		

Instructions to the teacher	Speaker	Exchange
Then call on every other child to be teacher. Let them make up their own commands if they wish. Some sample commands:	C:	WHEN I [SIT DOWN / TOUCH MY [HEAD / NOSE / KNEES / TOES] / PULL MY EAR / STAMP MY FOOT / CLAP MY HANDS / STAND UP / SIT ON THE FLOOR], YOU [STAND UP / PULL YOUR EARS / STAMP YOUR FEET / CLAP YOUR HANDS / SIT ON THE FLOOR / TOUCH YOUR [HEADS / NOSES / KNEES / TOES] / SIT DOWN]
II. REVIEW Indirect statement with <u>if</u> A. Let each child draw some chips. Ask each one, "DO YOU HAVE ANY <u>(color)</u> CHIPS?" and then ask, "WHAT DID I ASK YOU?"		
DRILL: Children draw chips. Ask child #1:	T:	<u>(NAME)</u>, DO YOU HAVE ANY GREEN CHIPS?
Before he can answer, ask:	T:	WHAT DID I ASK YOU?
Model:	T:	Repeat: YOU ASKED ME IF I HAD ANY GREEN CHIPS.
	C:	YOU ASKED ME IF I HAD ANY GREEN CHIPS.
	T:	DO YOU HAVE ANY?
	C:	YES, I HAVE SOME. NO, I DON'T HAVE ANY.

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Instructions to the teacher	Speaker	Exchange
Ask every other child whether he has any green chips. Then ask each one whether he has any blue chips, red chips, yellow chips.		
DRILL: Let a child be teacher. Tell him:	T:	Ask (NAME): DO YOU HAVE ANY GREEN CHIPS?
	C#2	DO YOU HAVE ANY GREEN CHIPS?
Ask child #2:	T:	WHAT DID [HE / SHE] ASK YOU?
	C#2	[HE / SHE] ASKED ME IF I HAD ANY GREEN CHIPS.
	T:	Tell him.
	C#2	YES, I HAVE SOME. NO, I DON'T HAVE ANY.
Let child #1 ask several more questions. Then give every other child a chance to be teacher.		

REVIEW PATTERNS: Relative construction with <u>that</u>: (from Week 18)
<u>This is the house that Jack built</u>.

Year 2
Week 20
Day 5
Page 1

MATERIALS NEEDED: Flannel board, pointer
Cutouts for "Jack" story: Jack, house, cheese, rat, cat, dog, cow, girl, boy.

Instructions to the teacher	Speaker	Exchange
I. REVIEW A. This will be the same as Week 18, Day 2 and Day 3. Follow the lesson plan as given for those days.		

PART II. EVALUATION

Year 2
Week 20
Day 5
Page 2

The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE STUDENT:	C=Correct ✓=Incorrect 1 2 3 4 5 6 7
ITEM I. Have the child take some chips. WEEK 13 Ask him: DAY 2,3,4	T:	DO YOU HAVE ANY BLUE CHIPS?	
	C:	YES, I HAVE SOME. NO, I DON'T HAVE ANY.	
	T:	DO YOU HAVE ANY YELLOW CHIPS?	
	C:	(As above).	
ITEM II. Draw some chips. Say to the child: WEEK 13 DAYS 2,4	T:	NOW, YOU ASK ME.	
	C:	DO YOU HAVE ANY BLUE CHIPS?	
	T:	YES, I HAVE SOME. NO, I DON'T HAVE ANY.	
ITEM III. Ask the child:	T:	HOW MANY GREEN CHIPS DO YOU HAVE?	
	C:	I HAVE [TWO / ETC] GREEN CHIPS.	
	T:	HOW MANY RED CHIPS DO YOU HAVE?	
	C:	I HAVE [FOUR / ETC.] RED CHIPS.	

Year 2
Week 20
Day 5
Page 3

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE STUDENT:	C = Correct ✓= Incorrect 1 2 3 4 5 6 7
ITEM IV WEEK 14 DAYS 3-5 Put on a table: a red car, a green car, a yellow car. Ask:	T:	WHICH CAR IS RED? WHAT DID I ASK YOU?	
	C:	YOU ASKED ME WHICH CAR WAS RED.	
ITEM V WEEK 14 DAYS 3-5 Put four or five cars on the table. Have the child take 2. Ask:	T:	DO YOU HAVE A YELLOW CAR? WHAT DID I ASK YOU?	
	C:	YOU ASKED ME IF I HAD A YELLOW CAR.	
ITEM VI WEEK 14 DAYS 3-5 Show the child H-M 127 (girl reading book). Ask:	T:	WHOSE BOOK IS THAT? WHAT DID I ASK YOU?	
	C:	YOU ASKED ME WHOSE BOOK THAT WAS.	

Year 2
Week 20
Day 5
Page 4

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE STUDENT:	C= Correct ✓= Incorrect 1 2 3 4 5 6 7
ITEM VII Show the child H-M 59 (mailmen). Point to the mailman on the left WEEK 14 DAY 3-5 and ask:	T: C:	WHO IS THAT? WHAT DID I ASK YOU? YOU ASKED ME WHO THAT WAS.	
ITEM VIII Tell the child: WEEK 15 DAYS 2,3	T:	WHEN I STAMP MY FOOT, YOU TOUCH YOUR HEAD.	
After he does so, ask:	T: C:	WHAT DID YOU DO? WHEN YOU STAMPED YOUR FOOT, I TOUCHED MY HEAD.	
ITEM IX. Use flannel board. Put up Jack. Ask: WEEK 18 DAYS 2,3	T: C: T: C:	WHO IS THIS? THAT'S JACK. WHAT DID HE DO? HE BUILT A HOUSE.	
Put up the house. Ask:	T: C:	WHAT'S THIS? THAT'S THE HOUSE THAT JACK BUILT.	

ENGLISH COMPONENT
WEEK 21
YEAR II

OBJECTIVES

REVIEW: 1. With + NP: with the doctor

NEW: 1. Think: 1) In cleft sentence: Who do you think is in the house?
2) + embedded sentence: I think it's the doctor.

2. Know + embedded sentence: I [know / don't know] where the ball is.

3. Guess + embedded sentence: Guess what's in the box.

4. That's right/That's wrong

5. Think + Past tense: I thought it was blue.

6. Know + Past Tense: I knew it was green.

7. Vocabulary: Think, know, guess, right, wrong.

MATERIALS:

1. Day 2: Large box with lid; number of small objects (ball, pencil, car, truck, crayon, boat, tiny dolls, etc.).

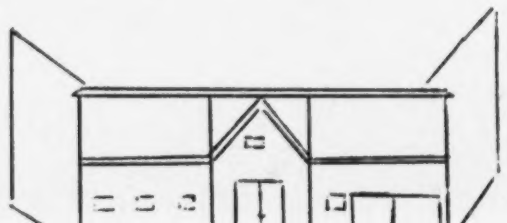
2. Day 3: Small box without lid; small balls of different colors (yellow, blue, red, green).

3. Day 4: Community helpers (Week 13)
House front made of heavy cardboard
Objects for "surprise noises" game: coins, bell, dice, plastic chips, cellophane, castanets, xylophone, wooden blocks, etc.

4. Day 5: Ball, doll, car, pencil

EVALUATION: Two small boxes with lids; several small objects (pencils, ball, car,etc.) bags, book, community helpers, cardboard house front.

DIAGRAM



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REVIEW DAY

Year 2
Week 21
Day 1

INDICATE THE NUMBER OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK.

Item 1 _____ Item 4 _____ Item 7 _____

Item 2 _____ Item 5 _____ Item 8 _____

Item 3 _____ Item 6 _____ Item 9 _____

Which drills or exercises did you repeat on the basis of this evaluation?

List the patterns you reviewed and the activities you used for each?

Did the children who were having difficulties previously appear to understand better after the review?

Year 2
Week 21
Day 2
Page 1

NEW PATTERNS: 1. Think: in cleft sentence: What do you think is in the box?
+ embedded sentence: I think it's a ball.
2. Know + embedded sentence: I know what's in the box.
3. Guess + embedded sentence: Guess what's in the box.
4. That's right/That's wrong

VOCABULARY: Think, know, guess, right, wrong.

MATERIALS NEEDED: Large box with lid.
Number of small objects: ball, pencil, car, truck, crayon, boat, tiny dolls etc.

Instructions to the teacher	Speaker	Exchange
I. PRESENTATION: a. DEMONSTRATE: Use idea of guessing game to introduce think, know, guess. b. DRILL: Give each child one or more turns at guessing what's in the box.		
DEMONSTRATE: Have an object already in the box. Hold up the box and say.	T:	Ustedes deben adivinar lo que está en la caja. ¿Qué piensan está en la caja?
Ask:	T:	WHAT DO YOU THINK IS IN THE BOX?
Shake your head and say: Make a wrong guess.	T:	I DON'T KNOW. I DON'T KNOW WHAT'S IN THE BOX. BUT I THINK THERE'S A BALL IN THE BOX.
Look in the box; show children; say:	T:	NO, THERE ISN'T A BALL IN THE BOX. THERE'S A CAR IN THE BOX.
Now turn away from the children and put a new object in the box. Close it; then hold it up again and ask:	T:	NOW WHAT DO YOU THINK IS IN THE BOX?
Nod your head and say:	T:	I KNOW WHAT'S IN THE BOX. YOU DON'T KNOW WHAT'S IN THE BOX.

Instructions to the teacher	Speaker	Exchange
DRILL: Ask a child:	T:	(NAME), WHAT DO YOU THINK IS IN THE BOX?
Model:	T:	Tell me: I DON'T KNOW.
	C:	I DON'T KNOW.
	T:	WELL, GUESS WHAT'S IN THE BOX.
Model:	T:	Tell me: I THINK IT'S A . . .
	C:	I THINK IT'S A [TRUCK. / ETC.]
Ask the group:	T:	WHAT DOES [HE / SHE] THINK IS IN THE BOX?
Model:	T:	Tell me: [HE / SHE] THINKS IT'S A [TRUCK. / ETC.]
	GRP:	[HE / SHE] THINKS IT'S A [TRUCK. / ETC.]
Open the box and show them; say:	T:	LET'S SEE WHAT IT IS.
	T:	[YES, IT IS A TRUCK. / NO, IT ISN'T A TRUCK. IT'S A BOAT.]
Put a new object in the box and ask another child. Repeat with every child.		
II. REINFORCEMENT a. DRILL: Repeat the above drill, with children acting as "teacher." b. Make a change in the drill:		

Instructions to the teacher	Speaker	Exchange
Introduce "THAT'S RIGHT." "THAT'S WRONG."		
Call on a child. Let him put something in the box and close it. Model:	T:	Ask (NAME): WHAT DO YOU THINK IS IN THE BOX?
	C#1	WHAT DO YOU THINK IS IN THE BOX?
Model for child #2:	T:	Tell him: I DON'T KNOW.
	C#2	I DON'T KNOW.
Model for child #1:	T:	Tell him: GUESS WHAT'S IN THE BOX.
	C#1	GUESS WHAT'S IN THE BOX.
Model for child #2:	T:	Tell him: I THINK IT'S A . . .
	C#2	I THINK IT'S A CRAYON.
Ask the group:	T:	WHAT DOES [HE / SHE] THINK IT IS?
	GRP	[HE / SHE] THINKS IT'S A CRAYON.
Have child #1 open the box, and show the group the object. Model for him:	T:	Tell them: [YES, THAT'S RIGHT. IT IS A CRAYON. / NO, THAT'S WRONG. IT ISN'T A CRAYON. IT'S A B/

REVIEW PATTERNS: 1. Think: in cleft sentence
+ embedded sentence
2. Know: + embedded sentence
3. That's right/That's wrong

Year 2
Week 21
Day 3
Page 1

NEW PATTERNS: 1. Know in interrogative sentence: Do you know what's in the box?
2. Think + Past Tense: I thought it was blue.
3. Know + Past Tense: I knew it was blue.

MATERIALS NEEDED: Small box without a lid (small enough so that you can cover the top with your hand); small balls of different colors: red, blue, green, yellow.

Instructions to the teacher	Speaker	Exchange
I. REVIEW AND PRESENTATION: a. DRILL #1: Review know. Use the question form "DO YOU KNOW...? b. DRILL #2: Review think. Use the question form "DO YOU KNOW...?		
DRILL #1: Show the group the small box. cover the top only partially with your hand, so that they can see the object inside. Ask one child:	T:	WHAT DO YOU THINK IS IN THE BOX? DO YOU KNOW WHAT'S IN THE BOX?
Model:	T:	Tell me: YES, I KNOW WHAT'S IN THE BOX.
	C:	YES, I KNOW WHAT'S IN THE BOX.
Say to the group:	T:	Tell me: [HE / SHE] KNOWS WHAT'S IN THE BOX.
	GRP	HE KNOWS WHAT'S IN THE BOX.
Ask the child:	T:	WHAT'S IN THE BOX?
	C:	IT'S A RED BALL.

Instructions to the teacher	Speaker	Exchange
NOTE: Have him name the color. If he does not, model: "Tell me: IT'S A RED BALL." Put another ball in the box and drill with another child. Repeat with every child.		
DRILL #2: Show the group the box. Cover the top completely with your hand. Ask them:	T:	WHAT DO YOU THINK IS IN THE BOX? DO YOU KNOW WHAT'S IN THE BOX?
Model:	T:	Tell me: NO, WE DON'T KNOW WHAT'S IN THE BOX.
Ask a child:	T:	(NAME),WHAT DO YOU THINK IS IN THE BOX?
Tell them:	T:	IT'S A BALL. WHAT COLOR DO YOU THINK IT IS?
Model if necessary:	C:	I THINK IT'S A YELLOW BALL.
Ask the group:	T:	WHAT DOES [HE / SHE] THINK IT IS?
	GRP	[HE / SHE] THINKS IT'S A YELLOW BALL.
Uncover the box and show them:	T:	LET'S SEE.
Model for the group:	T:	Tell me: [THAT'S RIGHT. IT IS YELLOW. / THAT'S WRONG. IT ISN'T YELLOW, IT'S RED.]
	GRP	[THAT'S RIGHT. IT IS YELLOW. / THAT'S WRONG. IT ISN'T YELLOW. IT'S RED.]

Instructions to the teacher	Speaker	Exchange
Change the object and drill with another child. Repeat until each child has had a turn. II. REINFORCEMENT a. DEMONSTRATE: Modify Drill #1 to introduce KNEW. b. DRILL #1: Drill with each child. c. DEMONSTRATE: Modify Drill #2 to introduce THOUGHT. d. DRILL #2: Drill with each child.		
DEMONSTRATE: Have a ball in the box. Cover it only partially and show it to the group. Say:	T:	I KNOW WHAT'S IN THIS BOX. IT'S A RED BALL.
Uncover the box:	T:	LET'S SEE.
Show them the ball and say:	T:	I <u>KNEW</u> IT WAS A RED BALL!
Have the other balls in a sack. Reach inside and put a ball into the box without looking. Cover the box completely, and show it to the group. Say:	T:	NOW I DON'T KNOW WHAT'S IN THE BOX. I'M GOING TO GUESS. I THINK IT'S A BLUE BALL.
Uncover it and show the group:	T:	LET'S SEE.
Say:	T:	I <u>THOUGHT</u> IT WAS BLUE, BUT IT WAS GREEN. AND IT WAS!
Repeat with each child.		

REVIEW PATTERNS: 1. That's right/ That's wrong
2. With + NP: Who do you think is with the doctor?
3. Think: a. in
b. + embedded sentences

Year 2
Week 21
Day 4
Page 1

NEW PATTERNS: Use of who with think: Who do you think is in the house?

MATERIALS NEEDED: House-front made of heavy cardboard (fold back sides so that it stands).
"Community helpers" figures: doctor, nurse,teacher, mailman, milkman, policeman, etc. (see Week 13)
Objects for "surprise noises" game: coins, bell, dice, plastic chips, cellophane, party noisemakers, castanets, xylophone, wooden blocks, etc.

Instructions to the teacher	Speaker	Exchange
I. REVIEW AND PRESENTATION: a. Demonstrate use of who with think by playing a guessing game. b. DRILL: Play the game with children acting as the teacher.		
DEMONSTRATE: Have all the figures on the table, as well as the house front. Say:	T:	LET'S PLAY A GUESSING GAME. LET'S GUESS WHO'S IN THE HOUSE.
Hold up each figure; ask:	T:	WHO IS THIS?
After you have reviewed the names of the community helpers, take them off the table. Put one of them behind the house front. Then ask a child:	T:	WHO DO YOU THINK IS IN THE HOUSE?
(Model if necessary)	C:	I THINK THE DOCTOR IS IN THE HOUSE.
Move the house front aside.	T:	LET'S SEE. THAT'S RIGHT!
DRILL #1: Let children play teacher. Have a child put one of the figures behind the house front. Model:	T:	Ask (NAME): WHO DO YOU THINK IS IN THE HOUSE?

Instructions to the teacher	Speaker	Exchange
	C#1	WHO DO YOU THINK IS IN THE HOUSE?
	C#2	I THINK THE MILKMAN IS IN THE HOUSE.
Model for child #1:	T:	Tell him: LET'S SEE.
Child #1 moves the house; model:	C#1	LET'S SEE.
Model:	T:	Tell him: THAT'S RIGHT!
	C#2	THAT'S RIGHT! (Or) NO, THAT'S WRONG. THE MAILMAN IS IN THE HOUSE.
Continue, letting every other child play teacher.		
DRILL #2: Call on a child to be teacher. Have him put one figure in the house and say:	T:	Tell them: THE DOCTOR IS IN THE HOUSE.
Put another figure in the house. Then child asks:	C#1	WHO DO YOU THINK IS WITH THE DOCTOR?
	C#2	I THINK THE MILKMAN IS WITH THE DOCTOR.
(Model if necessary)	C#1	LET'S SEE.
	T:	Tell him: THAT'S RIGHT! (Or) NO, THAT'S WRONG. THE NURSE IS WITH THE DOCTOR.
Continue, letting each child play the role of teacher.	C#1	THAT'S RIGHT. (Or) NO, THAT'S WRONG. THE NURSE IS WITH THE DOCTOR.

Instructions to the teacher	Speaker	Exchange
II. REINFORCEMENT AND PRESENTATION #2: a. DEMONSTRATE: Use another guessing game to reinforce the patterns reviewed, and to review <u>what</u> with <u>think</u>. b. DRILL: Drill with individual children making guesses.		
DEMONSTRATE: Have a variety of noise-making objects in a large bag or somewhere out of sight: COINS, BELL, DICE, PLASTIC CHIPS, CELLOPHANE, CASTANETS, XYLOPHONE, WOODEN BLOCKS, etc. For the demonstration, use objects whose sounds they are sure to know.	T:	LET'S PLAY ANOTHER GUESSING GAME. LET'S GUESS WHAT WE HEAR. CLOSE YOUR EYES, EVERYONE!
Jingle some coins; ask:	T:	DO YOU KNOW WHAT THIS IS?
Model:	T:	Tell me: YES, WE KNOW.
	GRP	YES, WE KNOW.
	T:	WHAT IS IT?
	GRP	IT'S MONEY.
DRILL: Continue with the other objects. Drill with individuals. If they don't know the sound, model:	T:	Tell me: NO, I DON'T KNOW.

REVIEW PATTERNS: 1. Know + embedded sentence: Do you know where the ball is?
2. Think in cleft sentence: Where do you think the ball is?
+ embedded sentence: I think it's behind the chair.
3. Think + Past Tense: I thought it was under the table.

Year 2
Week 21
Day 5
Page 1

MATERIALS NEEDED: Objects to hide: ball, doll, car, pencil
Evaluation: Two small boxes with lids; several small objects (pencil, ball, car, etc); bag, book, community helpers, cardboard house front.

Instructions to the teacher	Speaker	Exchange
I. REVIEW: a. DEMONSTRATE: Use a hide-and-seek game to review know, think, and thought. b. DRILL: Repetition of the game.		
DEMONSTRATE: Hold up the ball and say:	T:	LET'S PLAY A GAME. YOU CLOSE YOUR EYES. I'LL HIDE THE BALL.
After you hide it, say:	T:	YOU CAN OPEN YOUR EYES NOW.
. k one child:	T:	(NAME), DO YOU KNOW WHERE THE BALL IS?
Model:	T:	Tell me: NO, I DON'T KNOW.
	C:	NO, I DON'T KNOW.
	T:	WHERE DO YOU THINK IT IS?
	C:	I THINK IT'S [UNDER THE SOFA. / BEHIND THE CHAIR. / IN THE BOX. ETC.]
Ask the group:	T:	WHERE DOES [HE / SHE] THINK IT IS?
	GRP	[HE / SHE] THINKS IT'S UNDER THE [SOFA. / ETC.]
Have the child look in the place he named. Model for the group:	T:	[HE / SHE] THOUGHT IT WAS [UNDER THE SOFA, / ETC.] [AND IT WAS! / BUT IT WASN'T.]
Hide the ball again and continue with another Hide other objects. Give each child several turns at guessing where an object is.	GRP	[HE / SHE] THOUGHT IT WAS [UNDER THE SOFA, / ETC.] [AND IT WAS! / BUT IT WASN'T.]

PART II. EVALUATION

Year 2
Week 21
Day 5
Page 2

The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE STUDENT	C = Correct ✓ = Incorrect 1 2 3 4 5 6 7
ITEM I Show the child two small boxes, one WEEK 21 covered and the other uncovered, DAYS 2 each containing an object. Then 5 point to the open box. Ask:	T:	DO YOU KNOW WHAT'S IN THIS BOX?	
	C:	YES, I KNOW (WHAT'S IN THAT BOX).	
Point to the closed box:	T:	DO YOU KNOW WHAT'S IN THIS BOX?	
	C:	NO, I DON'T KNOW (WHAT'S IN THAT BOX).	
ITEM II Point to the closed box. Ask: WEEK 21 DAYS 2 5	T:	WHAT DO YOU THINK IS IN THIS BOX?	
	C:	I THINK IT'S A [BALL / CAR / ETC.]	
ITEM III Show the child a bag (closed) WEEK 21 with an object inside. Say: DAYS 2 3	T:	GUESS WHAT'S IN THIS BAG.	
	C:	[IT'S A / I THINK IT'S A] [DOLL. / ETC.]	

Year 2
Week 21
Day 5
Page 3

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE STUDENT	C = Correct ✓ = Incorrect 1 2 3 4 5 6 7
ITEM IV Say to the child: WEEK 21 DAYS 2 3 4	T: T: C:	I THINK YOUR NAME IS ...(WRONG) IS THAT RIGHT? NO, THAT'S WRONG.	
ITEM V Show the child the two boxes above. WEEK 21 Point to the uncovered box and ask: DAYS 3 5	T: C: T: C:	WHAT DO YOU THINK IS IN THIS BOX? IT'S A BALL. DID YOU KNOW IT WAS A BALL? YES, I KNEW IT WAS A BALL.	
ITEM VI Point to the covered box. Ask: WEEK 21 DAYS 3 5 Show him the object: Ask:	T: C: T: T: C:	WHAT DO YOU THINK IS IN THIS BOX? I THINK IT'S A [CAR. / ETC.] LET'S SEE. IT'S A [CAR. / BOAT. / ETC.] WHAT DID YOU THINK IT WAS? I THOUGH IT WAS A [CAR. / ETC.]	

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE STUDENT	C = Correct ✓ = Incorrect 1 2 3 4 5 6 7
ITEM VII Hold up a pencil. Say: WEEK 21 DAY 5	T:	CLOSE YOUR EYES, AND I'LL HIDE THE PENCIL.	
Hide it on the table (under a book, in a box, etc.)	T:	YOU CAN OPEN YOUR EYES. WHERE DO YOU THINK IT IS?	
	C:	I THINK IT'S UNDER THE TABLE. ETC.	
ITEM VIII Hold up the pencil. Say: WEEK 21 DAYS 3 5	T:	I'M GOING TO HIDE THE PENCIL AGAIN, CLOSE YOUR EYES.	
"Hide" it, but leave part of it sticking out.	T:	YOU CAN OPEN YOUR EYES. WHERE DO YOU THINK IT IS?	
	C:	IT'S UNDER THE BOOK.	
Ask:	T:	DID YOU KNOW IT WAS UNDER THE BOOK?	
	C:	YES, I KNEW IT WAS (UNDER THE BOOK).	
ITEM IX Use the house and the community WEEK 21 helpers. Put a figure "in" the DAYS 3 house. Ask: 4 5	T:	WHO DO YOU THINK IS IN THE HOUSE?	
	C:	I THINK IT'S THE TEACHER.	
	T:	LET'S SEE. YES, IT'S THE TEACHER. NO, IT'S THE DOCTOR. ETC.	
Ask:	T:	WHO DO YOU THINK IT WAS?	
	C:	I THOUGHT IT WAS THE TEACHER.	

ENGLISH COMPONENT
YEAR II
WEEK 22

OBJECTIVES

REVIEW: No specific review except Day 1

NEW:
1. Types of comparison;
   a. Polar (antonymy): Big/small, long/short, etc.
   b. Gradual (positive - comparative - superlative): tall/taller/tallest
2. Polar comparisons: Big/small, short/tall, long/short, near/far
3. Gradual comparisons: Big/bigger/biggest, etc.
4. Obligatory use of preposition with FAR: Far from

VOCABULARY

1. Big/small
2. Short/tall
3. Long/short
4. Near/far

MATERIALS

Day 2: Sizes 1-6 of paper bags, balls, pieces of paper, balloons, boxes, circles, squares.

Day 3: H-M Cards 2, 3, 5, 8, 9, 13, 16, 20 (Big/small)
H-M Cards 263, 264, 265, (Big/-er/-est)
H-M Cards 258, 259, 311 (Small/-er/-est)
Pictures of the following (heights 1-6): trees, buildings, men, boys, plants

Day 4: H-M Cards 226, 267, 270, 306, 313 (Short/tall)
Lengths 1-6 of string, pencils, boxes, ribbon, paper strips

Day 5: 3 sets of pictures: 6 lengths of skirts, 6 lengths of hair, 6 lengths of sleeves
Small objects: boxes, pencils, cars, boats, crayons, balls (3 or more of each)

EVALUATION: All materials for the week
Days 2-4: Always have 2 definite classes of objects:
#1-3 are small, short, (vertical), short (horizontal)
#4-6 are big, tall, long

That is, there should always be a cutoff point between #3 and #4.

REVIEW DAY

Year 2
Week 22
Day 1

INDICATE THE NUMBER OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK.

Item 1 _____ Item 4 _____ Item 7 _____

Item 2 _____ Item 5 _____ Item 8 _____

Item 3 _____ Item 6 _____ Item 9 _____

Which drills or exercises did you repeat on the basis of this evaluation?

009

List the patterns you reviewed and the activities you used for each.

Did the children who were having difficulties previously appear to understand better after the review?

ENGLISH COMPONENT
Year 2
Week 22
Day 2
Page 1

NEW PATTERNS: Types of comparison:
1. Polar (antonymy): Big/small
2. Gradual (positive, comparative, superlative): Big/bigger/biggest

VOCABULARY: Bigger, biggest
Small

MATERIALS NEEDED: Have 6 of each of the following objects, graduated in size from very small to very large: paper bags, balls, pieces of paper, balloons blown up to 6 sizes, boxes, circles and squares cut out of paper.
NOTE: 3 of the objects should be unmistakably small, 3 large. That is, there should be a noticeable change in size between object #3 and object #4.

Instructions to the teacher	Speaker	Exchange
I. PRESENTATION #1:		
Example of object sizes: Balls #1 - ball from a game of jacks 2 - ping-pong ball 3 - rubber ball 2" in diameter 4.- tennis ball or softball 5 - rubber ball 4" or 5" in diameter 6 - large rubber ball		
a. DEMONSTRATE: Use objects #3 and #4 (all objects) to introduce the polar opposition BIG/SMALL		
b. DRILL: Call on individual children to drill the concept.		
DEMONSTRATE: Use ball #3 and ball #4. Hold up ball #4. Say:	T:	THIS BALL IS BIG. Repeat, please. THAT BALL IS BIG.
	GRP	THAT BALL IS BIG.
Hold up ball #3. Say:	T:	THIS BALL IS SMALL. Repeat, plese: THAT BALL IS SMALL.
	GRP	THAT BALL IS SMALL.

Instructions to the teacher	Speaker	Exchange
Repeat for all objects sizes #3 and #4.		
DRILL: Call on a child. Tell him:	T:	(NAME), SHOW ME THE [BIG / SMALL] [BAG. / ETC.]
When he points to it, model:	T:	Tell them: THIS [BAG / ETC.] IS [BIG. / SMALL.]
	C:	THIS [BAG / ETC.] IS [BIG. / SMALL.]
Say to the group:	T:	Tell me: THAT [BAG / ETC.] IS [BIG. / SMALL.]
	GRP	THAT [BAG / ETC.] IS [BIG. / SMALL.]
Call on every child once or twice. Have each show you a big or small object. Follow the same drill.		
II. PRESENTATION #2: a. DEMONSTRATE: Demostrate comparison by degrees. Begin with objects #3 and #4 and add the other sizes. b. DRILL: Call on individual children to drill the concept.		
Have balls #3 and 4 on the table. Say:	T:	THIS BALL IS BIG. THIS BALL IS SMALL.
Put the 2 balls at opposite ends of the table. Point to ball #3 and say:	T:	THIS BALL IS SMALL.

Year 2
Week 22
Day 2
Page 3

Instructions to the teacher	Speaker	Exchange
Add ball #2; say: Add ball #1; say:	T:	THIS BALL IS SMALLER. THIS BALL IS SMALLEST.
Point to #3; model:	T:	Repeat: THAT BALL IS SMALL.
	GRP	THAT BALL IS SMALL.
Point to #2; model:	T:	Repeat: THAT BALL IS SMALLER.
	GRP	THAT BALL IS SMALLER.
Point to #1; model:	T:	Repeat: THAT BALL IS SMALLEST.
	GRP	THAT BALL IS SMALLEST.
Next, point to ball #4; say: Add ball #5; say: Add ball #6; say: Have the children repeat, as above. Repeat the demonstration with all objects.	T:	THIS BALL IS BIG. THIS BALL IS BIGGER. THIS BALL IS BIGGEST.
DRILL: Call on a child. Have sizes #3 and #4 of an object on the table.	T:	WHICH PAPER / ETC. IS BIG?
(Model if necessary)	C:	THAT PAPER IS BIG.
	T:	WHICH PAPER IS SMALL?
(Model if necessary)	C:	THAT PAPER IS SMALL.
Put size #2 on the table beside size #3.		

Instructions to the teacher	Speaker	Exchange
Point to size #3 and say:	T:	THIS PAPER IS SMALL.
Point to size #2 and say:	T:	Tell me: THAT PAPER IS . . .
(Let him complete if possible)	C:	THAT PAPER IS SMALLER.
Put size #1 on the table beside #2 and #3. Point to it and say:	T:	Tell me: THAT PAPER IS. . .
	C:	THAT PAPER IS SMALLEST.
Repeat the same drill for big/bigger/biggest, with the same child.		
Call on another child and continue. Repeat for all objects.		
III. REINFORCEMENT:		
a. Repeat DRILL for BIG/SMALL. b. Repeat DRILL for BIG/-ER/-EST SMALL/-ER/-EST.		
DRILL #1: Have sizes #3 and #4 of several objects on the table (all #3 at #3 at one end, all #4 at the other). Call on a child.	T:	SHOW ME THE [BIG / SMALL] [CIRCLE. / ETC.]
Have him say to the group:	C:	THAT'S THE [BIG / SMALL] [CIRCLE. / ETC.]
Have the group repeat:	GRP	THAT'S THE [BIG / SMALL] [CIRCLE. / ETC.]

Instructions to the teacher	Speaker	Exchange
NOTE: In this drill the child says "THAT'S THE BIG X" rather than "THAT X IS BIG." Repeat several times with each child. DRILL #2: Have objects size #3 and #4 on the table. Have other objects at hand. Call on a child.	T:	SHOW ME THE SMALL [SQUARE. ETC.]
	C:	THAT'S THE SMALL SQUARE.
Have him say: Put the size #2 square (or other object) beside the size #3. Say (pointing to #2):	T:	Tell me: THAT SQUARE IS ...
	C:	THAT SQUARE IS SMALLER.
Put size #1 beside size #2. Point to it:	T:	Tell me: THAT SQUARE IS ...
	C:	THAT SQUARE IS SMALLEST.
Repeat several times with each child. Use all objects.		

REVIEW PATTERNS: Types of comparison:
1. Polar (antonymy): big/small
2. Gradual (positive - comparative - superlative): big/bigger/biggest; small/-er/est

Year 2
Week 22
Day 3
Page 1

NEW PATTERNS: 1. Short/tall
2. Short/-er/-est; tall/-er/-est

VOCABULARY: Short, tall

MATERIALS NEEDED: 6 pictures of the following: trees, buildings, men, boys, plants (sizes #1-6 as on Day 2) Be sure there are 3 short ones, 3 tall ones.
Big/small: H-M Cards 2, 3, 5, 8, 9, 13, 16, 19, 20
Big/-er/-est: H-M Cards 263, 264, 265
Big/-er/-est: H-M Cards 258, 259, 311

Instructions to the teacher	Speaker	Exchange
I. REVIEW: a. DRILL: Use H-M Cards listed above to drill Big/small. b. DRILL: Use H-M Cards listed above to drill Big/-er/-est and Small/-er/-est.		
DRILL: Call on the children one by one. Show each child a card; say:	T:	SHOW ME THE [BIG / SMALL] [BEAR. / ETC.]
DRILL: Call on children one by one. Show each child one of H-M Cards 258, 259, 311, 263, 264 265. Point to the largest object on the SMALL cards, or the smallest object on the BIG cards. Say:	T:	THIS [CAKE / AIRPLANE / ETC.] IS [SMALL. / BIG]
Point to the next size object and say:	T:	Tell them: THAT [CAKE / AIRPLANE / ETC.] IS [SMALLER. / BIGGER.]

Instructions to the teacher	Speaker	Exchange
	C:	THAT [CAKE / AIRPLANE / ETC.] IS [SMALLER. / BIGGER.]
Point to the smallest object:	T:	Tell them: THAT [CAKE / AIRPLANE / ETC.] IS [SMALLEST. / BIGGEST.]
	C:	THAT [CAKE / AIRPLANE / ETC.] IS [SMALLEST. / BIGGEST.]
Repeat with every child.		
II. PRESENTATION:		
a. DEMONSTRATE: Demonstrate SHORT/TALL. b. DRILL: Have children drill the new concept. Use cut-out pictures of objects and people.		
DEMONSTRATE: Choose the third shortest child in the class. Have him stand beside you. Say:	T:	(NAME) IS SHORT.
Hold your hand, palm down, over his head. Repeat:	T:	(NAME) IS SHORT.
Raise your hand to the level of your head:	T:	I'M TALL.
Model for class (with appropriate hand movements):	T:	Tell me: (NAME) IS SHORT.
	GRP	(NAME) IS SHORT.

Instructions to the teacher	Speaker	Exchange
	T:	Tell me: YOU'RE TALL.
	GRP	YOU'RE TALL.
Show sizes #3 and #4 of each picture. Say (showing size #3):	T:	THIS [TREE / ETC.] IS SHORT.
		Tell me: THAT TREE IS SHORT.
	GRP	THAT TREE IS SHORT.
	GRP	THAT TREE IS SHORT.
Hold size #4 beside it:	T:	THIS TREE IS TALL. Tell me: THAT TREE IS TALL.
	GRP	THAT TREE IS TALL.
DRILL: Call on individual children. Show them pictures #3 and #4 of an object and say:	T:	SHOW ME THE [SHORT / TALL] [BOY. / ETC.]
	C:	THAT'S THE [SHORT / TALL] [BOY. / ETC.]
III. PRESENTATION #2: a. DEMONSTRATE: Short /er/est with Tall pictures. b. DRILL: Have children drill concept.		
DEMONSTRATE: Show sizes #3 and #4 of a picture:	T:	THIS PLANT IS SHORT. THIS PLANT IS TALL.

Year 2
Week 22
Day 3
Page 4

Instructions to the teacher	Speaker	Exchange
Set up size #3:	T:	THIS PLANT IS SHORT.
Add size #2 to it.	T:	THIS PLANT IS SHORTER. Tell me: THAT PLANT IS SHORTER.
	GRP	THAT PLANT IS SHORTER.
	T:	THIS PLANT IS SHORTEST.
Add size #1:	T:	THIS PLANT IS SHORTEST. Tell me: THAT PLANT IS SHORTEST.
Repeat for Tall/er/est with sizes #4-6 of an object.		
DRILL: Call on a child. Show him pictures #3 and #4 of an object.	T:	WHICH BUILDING IS [SHORT? / TALL?]
	C:	THAT BUILDING IS [SHORT. / TALL.]
Put size #2 beside size #3 (or size #5 beside size #4):	T:	Tell me: THAT BUILDING IS ...
	C:	THAT BUILDING IS [SHORTER. / TALLER.]
Put size #1 beside size #2 (or size #6 beside size #5):	T:	THAT BUILDING IS ...
	C:	THAT BUILDING IS [SHORTEST. / TALLEST.]
Repeat with every child.		

Year 2
Week 22
Day 4
Page 1

REVIEW PATTERNS: 1. Comparison:
a. Polar
b. Gradual
2. Short/tall
3. Short /er/est
Tall

NEW PATTERNS: 1. Short/long
2. Long/er/est

VOCABULARY: Long

MATERIALS NEEDED: 6 of each of the following sizes (Sizes #1-3 short, sizes 4-6 long): string, pencils, boxes, ribbon, paper strips
Short/Tall: H-M Cards 226, 267, 270, 306, 313 (boys, ropes, trees, plants, flowers)

Instructions to the teacher	Speaker	Exchange
I. REVIEW: a. Use children and H-M Cards to review Short/Tall and degrees of each. Have the children stand. Put the 3 shortest children in one group and the 2 tallest in a group with yourself (or if there are 6 chidren put the 3 tallest in a group). Pick the tallest child in the short group (child #3). Have him stand in front of the group.	T: GRP	(NAME) IS SHORT. Repeat (NAME) IS SHORT.
Put the next shortest child (#2) beside him:	T: GRP	(NAME) IS SHORTER. Repeat. (NAME) IS SHORTER.
Put the shortest child (#1) beside #2 and 3.	T: GRP	(NAME) IS SHORTEST. Repeat. (NAME) IS SHORTEST.

Year 2
Week 22
Day 4
Page 2

Instructions to the teacher	Speaker	Exchange
Put the shortest child in the TALL group (child #4) beside child #3 about a foot away. 1 2 3 4 5 6	T:	(NAME) IS TALL. Repeat.
	GRP	(NAME) IS TALL.
Put child #5 and then #6 (or yourself) next to child #4:	T:	(NAME) IS TALLER. Repeat.
	GRP	(NAME) IS TALLER.
	T:	[I'M / (NAME)] IS TALLEST. Repeat: [YOU'RE / (NAME) IS] TALLEST.
	GRP	[YOU'RE / (NAME) IS] TALLEST.
Seat the children. Show them H-M Cards 226, 267, (short - boys, ropes), and 270, 306, 313 (tall - trees, plants, flowers). Say:	T:	THIS [BOY / TREE / ETC.] IS [SHORT. / TALL.]
Ask one child (point to the next shorter or taller object):	T:	Tell me: THAT [BOY / TREE / ETC.] IS...
	C#1	THAT [BOY / TREE / ETC.] IS [SHORTER. / TALLER.]

Instructions to the teacher	Speaker	Exchange
Ask another child (point to the shortest or tallest object):	T:	Tell me: THAT [BOY / TREE / ETC.] IS...
	C#2	THAT [BOY / TREE / ETC.] IS [SHORTER. / TALLER.]
Continue, asking every child each of the two questions.		
II. PRESENTATION #1: a. Lay out sizes #3 and #4 of pencils, strips, ribbons, paper strips, and boxes on the table. (To begin with, LONG will be taught as a horizontal dimension to contrast with TALL, which is vertical.)		
a. DEMONSTRATE: Long/short. Point to size #3: (Have children around the table)	T:	THIS [PENCIL / ETC.] IS SHORT.
Point to size #4:	T:	THIS PENCIL IS LONG.
Point to another size #3:	T:	THIS RIBBON IS SHORT. Tell me: THAT RIBBON IS SHORT.
	T:	THAT RIBBON IS LONG.
b. DRILL: Call on a child:	T:	SHOW ME THE [SHORT / LONG] [BOX. / ETC.]

Instructions to the teacher	Speaker	Exchange
	C:	THAT'S THE [SHORT / LONG] [BOX. / ETC.]
Drill thoroughly with all children. III. PRESENTATION #2: a. DEMONSTRATE: Degrees of LONG/SHORT b. DRILL: Have individuals drill this concept.		
a. DEMONSTRATE: Have sizes #3 and #4 of an object on the table.	T:	THAT [PAPER / ETC.] IS [SHORT. / LONG.]
Point to size #3:	T:	THIS PAPER IS SHORT.
Add sizes #2 and #1:	T:	THIS PAPER IS SHORTER. THIS PAPER IS SHORTEST.
Point to size: Point to size #4:	T:	THIS PAPER IS LONG.
Add sizes #5 and #6:	T:	THIS PAPER IS LONGER. THIS PAPER IS LONGEST.
Point to size #4 again:	T:	Tell me: THAT PAPER IS LONG.
	GRP	THAT PAPER IS LONG.
Size #5:	T:	Tell me: THAT PAPER IS LONGER.
	GRP	THAT PAPER IS LONGER.
Size #6:	T:	Tell me: THAT PAPER IS LONGEST.

Instructions to the teacher	Speaker	Exchange
	GRP	THAT PAPER IS LONGEST.
b. DRILL: Put sizes #3 and #4 of another object on the table. Call on a child:	T:	WHICH [STRING / ETC.] IS [LONG? / SHORT?]
	C:	THAT STRING IS [LONG. / SHORT.]
Add size #2 (or size #5):	T:	Tell me: THAT STRING IS ...
	C:	THAT STRING IS [LONGER. / SHORTER.]
Add size #1 (or size #6):	T:	Tell me: THAT STRING IS ...
	C:	THAT STRING IS [LONGEST. / SHORTEST.]
Repeat with every child.		

Year 2
Week 22
Day 5
Page 1

REVIEW PATTERNS: 1. Comparison:
a. Polar
b. Gradual
2. LONG/SHORT

NEW PATTERNS: 1. Near/Far
2. Near/nearer/nearest
3. Far/farther/farthest
a. Forms of FAR require FROM: THE PENCIL IS [FAR / FARTHER / FARTHEST] FROM THE BOX.

VOCABULARY: Near/Far

MATERIALS NEEDED: Small objects: boxes, balls, cars, pencils, crayons, boats (3 or more of each), 3 sets of pictures, cut out or drawn: 1. 3 short skirts (above knee and shorter), 3 long skirts (below knee and longer). 2. 3 girls with short hair, 3 with long hair, 3. 3 short sleeves (above elbow), 3 long sleeves (below elbow).

Instructions to the teacher	Speaker	Exchange
I. REVIEW: a. Review LONG/SHORT with children's body parts: Arms, legs, hair, fingers. b. Review degrees of LONG and SHORT with the 3 sets of pictures above. NOTE: There are to be 6 lengths of skirts, of hair, of sleeves).		
a. Pick a child with long hair and one with short hair.	T:	(NAME)'S HAIR IS LONG. Repeat.
	GRP	(NAME)'S HAIR IS LONG.
	T:	(NAME)'S HAIR IS SHORT. Repeat.
	GRP	(NAME)'S HAIR IS SHORT.

Instructions to the teacher	Speaker	Exchange
Next, have pairs of children measure fingers, arms, and legs with each other. Ask a third child:	T:	WHOSE [FINGERS / ETC.] ARE [LONG? / SHORT?]
	C:	(NAME)'S [FINGERS / ETC.] ARE [LONG. / SHORT.]
Repeat with all the children, so that each child is by turns one of a pair and the child who answers the questions.		
b. Show sizes #3 and #4 of the pictures listed above.	T:	THIS [SKIRT / ETC.] IS LONG. THIS [SKIRT / ETC.] IS SHORT.
Call on a child. Point to size #3:	T:	THIS SKIRT IS SHORT.
Add size #2:	T:	Tell me: THAT SKIRT IS ...
	C#1	THAT SKIRT IS SHORTER.
Add size #1; ask another child:	T:	Tell me: THAT SKIRT IS ...
	C#2	THAT SKIRT IS SHORTEST.
Review LONG/-ER/-EST the same way. Call on each child.		

Instructions to the teacher	Speaker	Exchange
II. PRESENTATION: a. DEMONSTRATION: NEAR/FAR with children's positions in the room. DRILL.		
a. DEMONSTRATE: Put one child near the door, another across the room. Say to the group:	T:	(NAME) IS NEAR THE DOOR. (NAME) IS FAR FROM THE DOOR.
Put the first child near the sofa, the TV, etc. and the second child far from it.	T:	(NAME) IS NEAR THE TELEVISION. (NAME) IS FAR FROM THE TELEVISION.
Put the first child near the table, the second far from it.	T: GRP T: GRP	(NAME) IS NEAR THE TABLE. Repeat. (NAME) IS NEAR THE TABLE. (NAME) IS FAR FROM THE TABLE. Repeat. (NAME) IS FAR FROM THE TABLE.
Repeat with DOOR and TELEVISION. DRILL: Put one child NEAR a place and the other FAR from it. Ask a child:	T:	WHO IS [NEAR / FAR FROM] THE [SOFA? / ETC.]
	C:	(NAME) IS [NEAR / FAR FROM] THE [SOFA. / ETC.]
Change children's position. Ask each child these questions at least twice.		
b. DEMONSTRATE: Put one child about 3 feet from the door. Say:	T:	(NAME) IS NEAR THE DOOR.

Instructions to the teacher	Speaker	Exchange
	T:	Repeat: (NAME) IS NEAR THE DOOR.
	GRP	(NAME) IS NEAR THE DOOR.
Put another child between him and the door:	T:	(NAME) IS NEARER THE DOOR. Repeat: (NAME) IS NEARER THE DOOR.
	GRP	(NAME) IS NEARER THE DOOR.
Put another child between them and the door:	T:	(NAME) IS NEAREST THE DOOR. Repeat: (NAME) IS NEAREST THE DOOR.
Repeat for FAR/-THER/-THEST FROM, but have children farther apart and the nearest one about halfway across the room from the door.		
DRILL: Put 3 children either NEAR or FAR FROM an object. Say to another child:	T:	(NAME) IS [NEAR / FAR FROM] THE [TABLE. / ETC.]
Ask:	T:	WHO IS [NEARER / FARTHER FROM] THE TABLE?
	T:	WHO IS [NEAREST / FARTHEST FROM] THE TABLE?
	C:	(NAME) IS [NEAREST / FARTHEST FROM] THE TABLE?
Repeat this drill several times with each child.		

PART II. EVALUATION

The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

Year 2
Week 22
Day 5
Page 5

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE	STUDENT: C = Correct ✓ = Incorrect 1 2 3 4 5 6 7
ITEM I WEEK 22 DAY 2 Show the child two objects, 1 large, 1 small.	T:	WHICH [BOX ETC.] IS BIG?	
	C:	THAT BOX IS BIG.	
Show him two more.	T:	WHICH [BALL ETC.] IS SMALL.	
	C:	THAT BALL IS SMALL.	
ITEM II WEEK 22 DAY 3 Show the child (one short, one tall), pictures of trees. Ask:	T:	WHICH TREE IS SHORT?	
	C:	THAT TREE IS SHORT.	
Show him pictures of two boys, one short, one tall.	T:	WHICH BOY IS TALL?	
	C:	THAT BOY IS TALL.	
ITEM III WEEK 22 DAY 4 Show the child pictures of two dresses, one short, one long.	T:	WHICH DRESS IS LONG?	
	C:	THAT DRESS IS LONG.	
Show him two lengths of string.	T:	WHICH STRING IS SHORT.	
	C:	THAT STRING IS LONG.	

Year 2
Week 22
Day 5
Page 6

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE STUDENT:	C = Correct ✓ = Incorrect 1 2 3 4 5 6 7
ITEM IV WEEK 22 DAY 5 Put a box on one end of the table, a pencil near it and a car far from it.	T:	WHAT IS NEAR THE BOX?	
	C:	THE PENCIL IS NEAR THE BOX.	
Remove pencil and car. Put a crayon and a boat in their places.	T:	WHAT IS FAR FROM THE BOX?	
	C:	THE BOAT IS FAR FROM THE BOX.	
ITEM V WEEK 22 DAY 2 Put sizes #1 to #3 of balls on the table. Point to ball #3:	T:	THIS BALL IS SMALL.	
Ask:	T:	WHICH BALL IS SMALLER?	
	C:	THAT BALL IS SMALLER.	
	T:	WHICH BALL IS SMALLEST?	
	C:	THAT BALL IS SMALLEST.	
ITEM VI WEEK 22 DAY 3 Show the child pictures of trees #4 - #6. Point to size #4.	T:	THAT TREE IS TALL. WHICH TREE IS TALLER?	
	C:	THAT TREE IS TALLER.	
	T:	WHICH TREE IS TALLEST?	
	C:	THAT TREE IS TALLEST.	

Year 2
Week 22
Day 5
Page 7

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE STUDENT:	C = Correct ✓ = Incorrect 1 2 3 4 5 6 7
ITEM VII Show the child pictures of 3 boys; point to the tallest. WEEK 22 DAY 3	T:	THIS BOY IS SHORT. WHICH BOY IS SHORTER?	
	C:	THAT BOY IS SHORTER.	
	T:	WHICH BOY IS SHORTEST?	
	C:	THAT BOY IS SHORTEST.	
ITEM VIII Show the child 3 long pieces of ribbon. Point to the shortest: WEEK 22 DAY 3	T:	THIS RIBBON IS LONG. WHICH RIBBON IS LONGER?	
	C:	THAT RIBBON IS LONGER.	
	T:	WHICH RIBBON IS LONGEST?	
	C:	THAT RIBBON IS LONGEST.	
ITEM IX Put a box on the table. Put 3 cars near it. Point to the farthest: WEEK 22 DAY 5	T:	THIS CAR IS NEAR THE BOX. WHICH CAR IS NEARER THE BOX?	
	C:	THAT CAR IS NEARER THE BOX.	
	T:	WHICH CAR IS NEAREST THE BOX?	
	C:	THAT CAR IS NEAREST THE BOX.	